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USSR Report

HUMAN RESOURCES



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LABOR

DEPUTY MINISTER VIEWS TRAINING OF RSFSR FARM WORKERS

Moscow SOVETY NARODNYKH DEPUTATOV in Russian No 12, Dec 84 pp 72-77

[Article by V. Goryashin, RSFSR deputy minister of agriculture: "Our Main Reserve: Young Cadres for Fields and Farms"]

[Text] In the supply of kolkhozes and sovkhozes with personnel of the mass occupations and with specialists, the rural school, it can be said, is of decisive significance. To prepare students for life and for labor, to help them to correctly choose an occupation, taking into account their abilities and inclinations and the requirements of the national economy--such a task was set by the April (1984) Plenum of the CPSU Central Committee, after it had reviewed the Basic Directions of the Reform of the General Education and Professional School. In so doing, the goal was determined--to train young people for labor so that young boys and girls, within the near future, would be able to run agriculture and secure a cardinal increase in labor productivity and production output on the level of the best world models.

Let us say directly, not a simple task. However, the rural school has possibilities for its achievement. Already the conditions of the village themselves assume a close link between the school children and the production collectives. Working as far as possible in the fields, livestock-raising farms, and repair shops, the children get acquainted not only with the broad range of working professions of agricultural production (there are now more than 100 of them), but also receive practical skills.

In the Russian Federation a certain experience of joint work of the rural schools, kolkhozes and sovkhozes with respect to the labor training of young people has been accumulated. There are also a number of difficulties here. Some of them were talked about, in particular, in the materials published in the journal under the heading "Young Cadres for Fields and Farms" in the course of the past two years. They talk about how the Soviets and their organs are working in this direction in various regions, what difficulties they encounter, what problems they bring forth for discussion, with what proposals they turn to higher organs. What is characteristic is the fact that it is not only officials who write letters to the editor. Rank and file kolkhoz workers express themselves with great anxiety on questions of the consolidation of young people in the village. For the organizers of agricultural production, this is, perhaps, especially valuable--their interest makes us glad, and interested people are our support.

The editors of the journal acquainted me with the letter of G. Luzin, a deputy of the Kokshagskiy Rural Soviet of the Kiknurskiy Rayon of Kirov Oblast. The senior machine operator, who now is also the chairman of a people's control group, wrote some time ago that the school graduates do not want to stay at home after their studies: "Always in different directions. . . From year to year the girls do not want to stay in the village--they are afraid of animal husbandry." And Deputy G. Luzin explained in detail why this is happening. He concluded his letter with the request not to take it as a complaint. I agree, it is not like a complaint. It is sooner an analysis and an explanation of the reasons for the outflow of not only young people from the village, but also family people. In light of the regulations of the April (1984) Plenum of the CPSU Central Committee and the decisions of the first session of the USSR Supreme Soviet of the 11th convocation, it is evident how correctly the rural deputy poses the question and in what state-like manner he understands, it would seem, the everyday phenomena of village labor and the village way of life.

It is possible to report which of the shortcomings pointed out by the deputy have been eliminated during this time: There has been an improvement in road construction and a bus has been put into operation between the Kokshaga Kolkhoz and the rayon center of Kiknur, which goes twice a day. The kolkhoz has been allotted a Kuban bus. Three two-apartment houses are being built on the kolkhoz. There is also an increase in the level of mechanization of labor-intensive processes in animal husbandry, though fodder distribution has been mechanized for the time being only to the extent of 72 percent. It is entirely possible that even now the milkmaids of the Kokshaga Kolkhoz carry hay to the farm in armfuls or on barrows, as was reported in the letter. In other words, much has to be done as usual in order for rural labor to be attractive for young people. But I support the opinion of the author of the letter: Something, and even quite a bit, can be changed through one's own efforts at the local level. For this there is the necessary reserve of initiative, and, what is more, the Kirov Oblast people do not have to borrow experience. Not without reason do the graduates of some schools here go to work in animal husbandry by whole classes, and one can already talk about this as about a process that has a mass character.

Interesting and useful work with school children is being conducted in Kirov Oblast. While in 1978 only 31 school graduates came to animal husbandry, in 1983--1,300 did. The lads are also staying in other sectors of agricultural production. This, too, can be confirmed with figures; the proportion of young people among the able-bodied rural population increased by 3 percent, moreover among milkmaids--from 19 to 23 percent. And this in the presence of a significant decrease of the rural population as a whole. In 1983, the Kirov Oblast people sent 63 percent of the school graduates into agriculture--the indicator is 38 percent higher than the average for the Russian Federation.

The experiment of the organs of public education and agriculture of Kirov Oblast in regard to the attraction of the graduates of secondary general education schools for work in animal husbandry was approved in April 1981 by the collegia of the RSFSR ministries of agriculture and education, the State Committee for Labor, and the presidium of the republic committee of the trade union for workers in agriculture.

In what lies the essence of this experiment? Well, exactly in that for which Deputy G. Luzin is glad--in the comprehensive solution of the questions of professional orientation, the labor training of schoolboys and the creation of good production, housing, cultural and consumer conditions in the kolkhozes and sovkhozes. It seems that in the Kokshaga Kolkhoz they manage to unite efforts and to improve the state of affairs. The oblast organizations, too, must help in this.

Studying progressive experience and following it, the Councils of various regions of the country supplement it with their own initiative, sometimes fusing together several useful undertakings at once, as in Volgograd Oblast, for example. During the past school year, one-third of the students (this is twice as many as in the preceding year) studied the fundamentals of animal husbandry and the mechanization of farms. Within the composition of the pupil production brigades, 65 links of young cattle-breeders were formed and are working, bringing together about 2,000 schoolboys. During the summer period they have a valuable practice. The pupils work as calf-herds, milkmaids, and shepherds, substituting for the basic workers of the farms.

The collegium of the oblast administration for agriculture, the oblast department of public education, and the administration for vocational-technical education, together with the obkom of the Komsomol, created, in the oblast, a combined detachment of graduates of rural general education and rural vocational-technical schools for work in animal husbandry. To this end, individual work was conducted throughout the entire past school year with the 10th graders and their parents. The notification "With Komsomol Authorization and School-Leaving Certificate--to the Fields and Farms" was discussed at Komsomol meetings. In the board of directors of the kolkhozes and the management of the sovkhozes they planned how best to receive the pupils. As a result, more than 100 graduates composed the combined Komsomol-youth detachment of cattle-breeders.

In order to support and strengthen the efforts of the organs of public education and agriculture of the oblast in this direction, the RSFSR ministries of agriculture and education approved them in a joint order. It allowed the appropriate services in the future, too, to make available machinery, equipment, and materials to the schools free of charge and to create school sectors in livestock farms, taking into account the concrete conditions of work of every school. The directors of the farms were shown the necessity of organizing the productive labor of the students in these sectors, and during the period of the school-production practice to secure for them independent work stations in conformity with the profile of the labor training of the lads.

What, for all that, are such combined Komsomol-youth detachments that are being sent into animal husbandry, for what are they intended? In order for the lads to come to the farm as a single collective that has taken shape in the school. In this way it is easier for them to begin their new life--in a familiar environment, where they all know each other. The detachments are divided into brigades, the general guidance is effected through a staff whose composition includes representatives of the brigades, the economic and public organizations, kolkhoz chairmen, and the directors of sovkhozes and schools. Please note--and

schools. Thus, the effective elimination of difficulties that arise in the production activity of the young people and their everyday living arrangements will be more successful if those take part in it who only yesterday were the educators of today's cattle-breeders.

Before the Komsomol-youth detachment the goal is placed: To demonstrate models of highly productive labor, to secure an increase in the output of production and an improvement of its quality on the basis of the introduction of the achievements of science and progressive experience. This corresponds to the tendency of young people to nonordinary pursuits, going beyond the limits of everyday occurrences. The following condition is also a must: The all-round development of the members of the collective and the organization of their free time. The combined detachment for many practically excludes the painful transition from the school to the labor collective and, therefore, increases the adaptability to new conditions. The RSFSR Ministry of Agriculture, which considers such a form of attracting young people to work on farms as useful, has recommended to all of its local organs to enter into this campaign and to support its organization in material terms as well.

In the Russian Federation, however, there are any number of farms where for a long time they have been successfully working on attracting young people to work in the fields and farms and where they have achieved considerable success in this. Thus, the Talozhenskaya Secondary School is working in close cooperation with the Rassvet Kolkhoz of the Torzhokskiy Rayon of Kalinin Oblast. Its graduates constitute almost 80 percent of the able-bodied population of the village, with 31 percent being under the age of 30. In the school the intensified training of the youths of the higher grades has been introduced in accordance with the program "Tractors, the Basis of Agricultural Technology", and girls study the fundamentals of animal husbandry. The kolkhoz has allotted machinery for these studies, has helped with the equipment of labor training rooms and shops, and has created an educational-experimental section with an area of 0.85 hectares.

The significance which is ascribed here to the training of the workers' replacement is indicated by the fact that the student production brigade is directed by the chief agronomist of the kolkhoz, O. I. Kuz'menko, together with the instructor for the guidance of automation, I. N. Ryzhakov. The affairs of the school brigade are constantly within the field of vision of the ispolkom of the rural Soviet and the chairman of the kolkhoz and deputy of the RSFSR Supreme Soviet, N. M. Abalishin. The lads grow potatoes, flax and other crops, and take part in the laying in of fodder. For successes in socialist competition, the board of directors of the kolkhoz distinguish them with honorary certificates and award them free travel authorizations to the historical sites of the country.

To give the young person skills and ability does not yet mean to attach him to the soil. What is necessary is for him, as they say, "to put roots down", for the boys and girls to develop and maintain purely human relationships in the village. This is why the workers of the ispolkom of the rural Soviet and the directors and specialists of the farms frequently turn up in the schools. With their participation, a museum of local lore, history and economy was

in the school, which reflected the history of the Rassvet Kolkhoz and showed its best people. Behind all of this is a great deal of organizational work of the deputies and council for professional orientation. Its members also help to bring together the efforts of the farm, the school and the vocational-technical schools, organize contests for the young milkmaids and cattle-breeders, and arrange educational and propaganda activity in the families of the students. In particular, they see to it that in the parental university a proper place is allotted to questions of professional orientation and the formation of industry in the children.

Simultaneously, the council for professional orientation studies the opinions of the young people themselves and reports their observations and recommendations to the directors of the farm, school and public organizations. And already on this basis, favorable cultural and everyday living conditions are being created. In the farm center of the Rassvet Kolkhoz, there are a beautiful House of Culture with an auditorium for 400 seats, a sports complex, a library, a day nursery-kindergarten, etc.

Those who return after service in the army to work in their native village are given living quarters and are given financial assistance. Young kolkhoz farmers receive modern equipment to have at their disposal. And the result is the following: Now there are no problems with the machine operator personnel in the kolkhoz. The young people go to work even in animal husbandry. This is how strong the union of the farm and the school is. Besides, in their time the present chairman of the kolkhoz, the agronomist, the livestock specialist, and other specialists sat behind its desks. And this is not surprising: During the last 8 years, almost half of the number of graduates remained to work in the village, and more than 11 percent after the 8th grade went to study in the rural vocational-technical school.

Quite a few analogous examples can be cited for the republic. Yes, and it cannot be otherwise. You see, the more farsighted farm directors have already for a long time been cooperating with the school in the matter of personnel training. To take if only one of the basic forms of such contact--the pupil production brigades, the 30th anniversary of which is being observed during this year.

At the sources of this form of labor training and instruction stood the pedagogical collective of the Grigoropoliskaya Secondary School and the labor collective of the Rossiya Kolkhoz of Stavropol Kray, its board of directors, the deputies of the local Soviets, and the party and Komsomol organizations.

During three decades the school pupil brigades showed not only their effectiveness, but also their surprising vitality. They constantly develop and enrich the work. Not long ago, a large group of workers in education and agriculture were presented with state awards by an ukase of the Presidium of the USSR Supreme Soviet for contributions in the improvement of the activity of the pupil production brigades, successes in labor instruction, education and professional orientation of the students of general education schools. I am especially pleased by the fact that among these people were workers of our sector: Anatoliy Ivanovich Mishkin, director of the Yeremeyevskiy Sovkhoz of Omsk Oblast, deputy of the Poltava Rayon Soviet; Viktor Pavlovich Lisunov, director of the

Manychskiy Sovkhoz of Rostov Oblast; Aleksandr Alekseyevich Kushchev, machine operator of the Rodina Kolkhoz of the Sovetskiy Rayon of Stavropol (ray, instructor of a pupil production brigade; Tamara Ivanovna Dol'neva, agronomist of the Miusskiy Kolkhoz of the Neklinovskiy Rayon of Rostov Oblast, deputy of the Pokrovskiy Rural Soviet, instructor of a pupil brigade; Alimgishi Alimusayevich Bammadov, chairman of the Kommunizm Kolkhoz of the Dagestan ASSR; Petr Ivanovich Grishin, chairman of the Kolkhoz imeni Gor'kiy of Kostroma Oblast; Viktor Semenovich Romanenko, chairman of the Ural Kolkhoz of Orenburg Oblast.

There are many enthusiasts of this undertaking. You see, today more than 16,000 pupil production brigades and links, bringing together about 1.5 million pupils, are operating in the rural schools. This is not a game in labor, but a real enterprise. During the past year, the lads in production brigades cultivated agricultural crops on an area of 823,000 hectares, harvested 982,000 tons of grain and 1.9 million tons of fodder crops and raised 1.2 million rabbits and 6.6 million heads of poultry.

The results of the All-Russian Socialist Competition of pupil production brigades are summed up by the collegia of three ministries--education, agriculture, and fruit and vegetable industry, together with the republic committee of the trade union for workers in agriculture. They are committed to the most extensive publicity--you see, for young people it is important to know that their work is seen and appreciated.

The pupil production brigades now work increasingly often as specialized brigades or links--for the cultivation of fodder, grain, and vegetable crops, integrated animal husbandry detachments, etc. Still more important is the fact that the intra-brigade organization is becoming more complex. The lads are studying the economy increasingly intently and, in particular, are becoming acquainted with the principles of cost accounting--one of the most important instruments of economic operation.

As an example I name the pupil production brigade of the Maloyaushskaya Secondary School of the Vurnarskiy Rayon of the Chuvash ASSR (director of the school: Vyacheslav Panteleyevich Tikhonov; director of the brigade: Mikhail Illarionovich Illarionov; director of the sovkhoz: Ananiy Vasil'yevich Utkin). Organized in 1956, it is working on 299 hectares of land of the Kolos Sovkhoz. Assigned to it were four tractors, three combines, and 1 motor vehicle. The collective, which consists of 156 persons--is a participant in the Exhibition of Achievements of the National Economy of the USSR and a Leninist Komsomol of Chuvashiya Prize Laureate. Since 1977 it has been operating on a cost accounting basis, since 1983--on the basis of a collective contract. The experience of the brigade is being studied. Rayon and republic seminars of directors of schools and pupil production brigades are conducted here, and they frequently come here with excursions.

And, indeed, there is something to learn. Into the seed fund of the sovkhoz were poured seeds cultivated by the pupil brigade: Voskhod [Rising] winter rye (1,206 quintals), Mironovskaya-808 winter wheat (374 quintals), Gorizont [Horizon] oats (638 quintals), Moskovskaya-35 spring wheat (2,373 quintals). Here are only some of the economic indicators of the brigade--the production cost of the output of agricultural products (1 quintal in rubles):

Table 1. Production Cost of Selected Agricultural Crops of the Maloyaushskaya Secondary School Production Brigade (in Rubles per Quintal)

<u>Crop</u>	<u>Plan</u>	<u>Actual</u>
Grain	10.84	4.84
Fodder Beet	3.37	1.20
Corn	1.17	0.57

Profitability--36.1 percent.

Of course, such achievements in a pupil production brigade are possible only in the presence of the serious organization of the enterprise. But when the youths and girls see the significant results of their labor, they are penetrated by an interest in it. This is real professional orientation, which provides young personnel for fields and farms.

The management links of our sector on the local level, we orient, above all, toward the strengthening of the material-technical base of the labor training of young people. Thus, in 1983 pupil production brigades were allotted more than 26,000 tractors, they are provided with seed, fertilizers, equipment, and combustible materials and lubricants. The base farms are taking measures to improve the conditions for their work and rest. In the RSFSR more than 3,300 stationary culture camps have been created for them.

Other figures can be cited which show that hundreds and thousands of farms are successfully cooperating with the school. But, perhaps, it is more useful for the Soviets and the deputies to direct their attention there where the work needs to be improved. In the February issue of the journal SOVETY NARODNYKH DEPUTATOV for 1984, an article by the National Teacher of the USSR M. Alekseyev from Yakutiya was published under the title "There Will Be Good Corn Shoots" (in the column "Young Cadres for Fields and Farms"). Along with interesting observations about the role of the local organs of administration in the labor training of young people, the author makes a remark which deserves serious attention. Well, for example: During 10 years of work in work and holiday camps the National Teacher saw neither statute, nor regulations, nor any other normative document about work and holiday camps (LTO). But, you see, a Regulation exists--it was developed and sent to the provinces by the RSFSR Ministry of Education. Therefore, the appropriate organs of the autonomous republic did not see to it that all those who should, did know the Regulation on the work and holiday camp. It is on this basis that their work should be built. Not without interest for the apparatus of our ministry is the following fact: In the Verkhnevilyuyskaya Secondary School No 2, the work and holiday camp is working in poor conditions. It is sponsored by the Verkhnevilyuyskiy Sovkhoz. One must suppose that the local organs of power will take an interest in this and will bring order. It seems that the following question also will arise before them: Is the control on the part of the organs of administration of the corresponding sector of the Yakut ASSR over how the farms are participating in the labor training of young people sufficient? And, first of all,

is the control over the way the economic managers are fulfilling the directions and recommendations of the RSFSR Ministry of Agriculture sufficient?

Under our ministry there functions an interdepartmental methodological council for the professional orientation of young people. Among many other questions, it also examined the following: On the work of the management of agriculture of the Vladimir Oblast Ispolkom in regard to the organization of the work and rest of pupils; methodological recommendations in regard to the orientation of students toward professions of an agricultural profile in the process of joint work of the school, the rural vocational-technical schools, and the base farm; on the work of the agricultural organs of Moscow Oblast in regard to the professional orientation of the students of rural schools, etc. After every session of the methodological council, documents are sent out to the provincial organizations, and in every one of them there is useful experience, there are **critical remarks and instructions, specifically for those who lack sufficient experience and recommendations.** Is it worthwhile to disregard what has been tested by others? Is it wise not to utilize qualified recommendations tested by life?

I will recall the fact that in overcoming the difficulties of the work and holiday camp of the Verkhnevilyuyskaya Secondary School No 2 the Regulation concerning the base enterprise of the general education school, confirmed by the USSR Council of Ministers this fall, will be of help. The broad rights granted to enterprises and farms in regard to the creation of conditions for the labor training and instruction of school youngsters must be used as this is done by the progressive farms and schools in their joint work. Thus, in Stavropol, where, as has already been mentioned, the first pupil brigades came into being, today the work of integrated mechanized links, school micro-farms, detachments of young field crop specialists and plant-growers, who are working together with veterans, is in full swing. The circles of efficiency experts and designers of agricultural equipment and every conceivable experimental work of the lads during the past year alone produced an economic effect of more than half a million rubles. And in the labor associations of the rural school youngsters of Tomsk Oblast, work in regard to economics education entered the system. Here they correctly understand: It is not enough to give the lads labor skills, they must also be taught to think economically in order to attain more with reduced expenditures.

The education of school youngsters in economics is already being conducted in many regions of the republic. The RSFSR Ministry of Education, together with the Ministry of Agriculture, has developed and sent to the provincial authorities model programs for the study of the economy of agriculture. In conformity with them, the local organs of public education and agriculture and the scientific institutions have issued methodological instructions: In Altay Kray--in regard to the organization of intra-farm accounting for the pupil production brigade, in Stavropol Kray--in regard to questions of economy and the organization of agricultural production, in Smolensk Oblast--on the basic economic indicators in the work of the pupil production brigades, in Novosibirsk Oblast--the method of the determination of economic efficiency of field management methods and measures for the scientific organization of labor.

In accordance with the boundaries established by the reform of the general education and vocational school, the RSFSR Ministry of Agriculture and the planning organs of the republic have developed measures for the further development of the instructional-material base of the labor training of young people. It must be noted that the base for their fulfillment has not been badly prepared. Practically in all rural schools, instruction in the professions of machine operator, cattle-breeder, and others has been introduced. The farms have helped to equip, in educational institutions, about 12,000 rooms for the mechanization of agriculture and animal husbandry, and 8,000 professional education rooms. During the past year, 319,000 graduates of general education schools have received an agricultural profession.

In our plans for further work, the proposals, ideas and problems have been taken into account that were advanced in the process of discussing the draft of the reform. They were advanced also in the materials which were published by the journal SOVETY NARODNYKH DEPUTATOV. Thus, in the 4th issue for 1984, an article was printed by the chief of the Kaluga Oblast Administration for Vocational-Technical Education, N. Akishin, under the heading "Solicitous Interest". It talked about the practice of the creation of branches of the rural vocational-technical schools in rural general education schools. I will note that in the RSFSR this takes place not only in Kaluga Oblast, but also in a number of other oblasts. Until lately, the Ministry of Agriculture and the Ministry of Education of the republic have displayed an attitude of restraint toward such branches. However, the school reform makes such a form of instruction entirely justified, since in the future the merger of the general education and the vocational school into a single secondary school is being envisaged. Let this be the first step to the indicated future. However, in order to set the work of the branches right, we should think about the development of a special regulation for them. One that would regulate the interrelation of the school with the vocational-technical school and that would remove many unresolved questions. As far as the assistance of the local agricultural organs to the rural vocational-technical schools is concerned, it was also extended previously, but it will increase immeasurably in conformity with the decree of the CPSU Central Committee and the USSR Council of Ministers "On the Further Development of the System of Vocational-Technical Education and the Increase of Its Role in the Training of Skilled Workers".

This decree is also conducive to the solution of problems advanced by the journal in an article by the chief of the administration for rural vocational-technical schools of the RSFSR State Committee for Vocational-Technical Education, Ya. Butko (journal No 7, 1983. "The Authority of the Rural Vocational-Technical School"). We agree with the way in which the author poses the question. For the purpose of the better consolidation of the graduates of the rural vocational-technical schools, many kolkhozes and sovkhozes send young people to study at the expense of the farm. During the past year, such scholarship holders amounted to about 60 percent of all those enrolled in vocational-technical schools. However, many lads enroll in them independently, without directives of the farms in order to have the freedom of choosing their place of work upon completion of their studies. There is still another aspect: The rural vocational-technical schools satisfy the demand of the farms for machine operators to an incomplete degree. This is why the agricultural organs, the

kolkhozes and sovkhozes are themselves organizing the instruction of workers with the specialties of tractor or combine operators as a second profession. During periods of strain in agricultural work, this helps to maneuver the labor force.

As far as providing the rural vocational-technical schools with the necessary amount of land is concerned, in accordance with the documents adopted in the implementation of the school reform, they will be allotted 285,000 hectares of land for the organization of training farms during 1986-1990.

. . . Every fourth graduate of a rural school today stays to live and work in the village. Unfortunately, not all farm directors understand the importance of the work both with those who are still sitting behind the school desks and those who have come from the classrooms to the kolkhoz and sovkhoz brigades. There are known cases of indifference to labor conditions, to recreation, and to professional growth. Still worse, when the lads remain on the farms, but their labor is used not in accordance with the profession they have received, they are entrusted with general work, and their everyday living and cultural needs are being ignored altogether. In such cases, the very idea is being discredited that young cadres are needed by the fields and farms, the youth or girl feel simply deceived and leave the village.

But meanwhile practice, including all the examples cited here, shows: We do not have a more important source for the replenishment of personnel than the rural school. And consequently, the most important concern of the Soviets and the agricultural organs must be about it. There is no need of waiting when the school asks for something, but rather we should extend to it our hand of cooperation--that kind of understanding we strive for from the economic managers today.

Neither to a greater, nor to a smaller, but to an absolutely equal degree do we share the responsibility for the reform of the school with the ministry of education. Only on the condition that this responsibility will become firmly established in the consciousness of every worker of our apparatus and every Soviet and economic executive, will we attain a fundamental improvement of the labor training of the young people and its professional orientation in accordance with the requirements of the national economy. In this lies the pledge of the fulfillment of the grandiose program, which was outlined by the April (1984) Plenum of the CPSU Central Committee and confirmed by the first session of the USSR Supreme Soviet of the 11th convocation.

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LABOR

RATIONAL UTILIZATION OF LABOR IN REGIONAL APK VIEWED

Moscow EKONOMICHESKIYE NAUKI in Russian No 2, Feb 85 pp 100-103

[Article by G. Rusu, candidate of economic sciences (Kishinev): "Labor Resources in Regional APK"]

[Text] Increasing the effectiveness of the utilization of labor resources in the APK under modern conditions depends first and foremost on the comprehensive transformation of all aspects of production and labor, the degree of development of the social infrastructure and the perfection of the system of management. Reinforcing the process of the formation of the agroindustrial complex opens up new possibilities and paths to rationalizing the utilization of labor resources, increasing the stability of the composition of labor collectives, reducing labor turnover, improving its structure and reducing migration from rural areas. This is also shown by the experience of Moldavia, where the processes of improvement of the structure of regional APK's on the basis of interfarm cooperation and agroindustrial integration have been extensively developed. In the republic there is essentially no outflow of rural population, and during the past 20 years it has increased by 15.7 percent. There is an increase in the number of rural residents in all groups of the population capable of working with the exception of the group from 16 to 20 years of age. If one takes into account the fact that this group includes mainly students, usually without an occupation, this fact cannot be regarded as negative. And although since the middle of the 1970's there has been a negative migration balance, it is important that people within the age group of 20 to 40 years, mainly with education and an occupation, are staying in the rural areas.

The higher level of collectivization of production in the republic's APK is accompanied by a considerable increase in the growth rates of the number of workers in interfarm and agroindustrial enterprises and associations; this is compensated for by a reduction of the growth rates of employment on the kolkhozes and sovkhozes. Thus during 1960-1980 the number of workers in the public sector of Moldavian agriculture (not including private subsidiary farms) increased by approximately 25 percent, and this was largely in interfarm nonagricultural enterprises. The number of employees here increased 1.5-fold during 1970-1980, and in construction and repair work--1.9-fold. And their proportion among all those employed in the republic's agriculture increased from 1.7 to 3 percent and from 1.8 to 4 percent, respectively.

It should be noted that agroindustrial integration opens up additional possibilities of efficient utilization of agricultural workers and their stabilization in rural areas because of the development of a number of industrial intermediate productions directly in the interfarm vineyards, orchards, animal husbandry complexes and so forth. For example, using farm funds cooperatively to create enterprises and production sections that perform intermediate technological operations, particularly areas for slaughtering cattle at animal husbandry complexes and also shops for initial processing of animal husbandry products, not only makes it possible to solve problems of providing labor and overcoming the seasonal nature of labor, but also contributes to the appearance of a unified total worker, whose labor covers the entire production cycle.

As a result of the expansion of the sphere of agroindustrial integration, progressive changes are taking place in the structure of labor resources. The proportion of workers employed in agriculture is decreasing, and it is increasing in the capital-producing branches, the sphere of circulation, transportation and communications.

The qualitative makeup of labor resources in rural areas is improving. Thus the number of specialists with higher and secondary specialized education is constantly increasing. During the years of the 9th Five-Year Plan alone in the agrarian sector of Moldavia the number of these specialists increased by 88 percent, including those with a higher education--by 74.5 percent, while the number with a secondary specialized education almost doubled.

The development of the process of forming agroindustrial complexes has also led to changes in the structure of the all-around worker in the APK. During the past 10 years the proportion of people employed in work using forces and manual labor in crop growing decreased by 20 percent in the country as a whole, and the proportion of tractor drivers and machine operators increased from 7.3 to 15 percent, and truck drivers--from 3.7 to 6.5 percent. Representatives of a new occupation--operators--have appeared in animal husbandry, and they now comprise 6.4 percent of the overall number of personnel handling cattle.

Related to the process of qualitative improvement of agrarian labor is the overall improvement of the conditions for the labor and life of agricultural workers and their increased interest in their labor, and this undoubtedly facilitates utilizing labor resources efficiently and comprehensively, and keeping them in the rural areas.

Still, further development of the process of collectivization of production in the modern stage has brought about a number of tendencies and factors which aggravate the problem of effective application of resources in the regional APK and impede fuller utilization of the production and social potential of rural areas. Among these factors and tendencies at the present time one must single out the increasing differentiation of the rayons and various groups of farms in terms of the level of productivity, which is related to the increased disparity in the material and technical bases of the kolkhozes, sovkhozes, interfarm and agroindustrial enterprises and associations. In the Moldavian

SSR the latter now have capital availability that is 3.5-4.5 times higher and energy availability 5 times than on the shareholding farms. This leads to a redistribution of labor resources, especially highly skilled workers, in favor of the interfarm and agroindustrial formations, as well as to the appearance of certain difficulties in providing for an equal socioeconomic position for the rural worker in various groups of enterprises.

An important reserve for further improving the utilization of labor resources in the APK is associated with overcoming the currently observable lack of correspondence between technical progress in the agrarian and agroindustrial spheres, on the one hand, and savings on labor resources in agriculture. on the other. The increased technical supply for agricultural production has practically not reduced the needs of the farms for labor force and has not led to a reduction of the number of workers employed in the public sector. The lack of comprehensiveness in the rearrangement of conditions for production and labor has led to a situation where only certain categories of workers are leaving the kolkhozes and sovkhozes: machine operators, equipment operators and specialists. There is a growing shortage of these personnel on the farms, and specialized vocational and technical schools are not doing a good job of assigning their graduates to these farms. At the same time the problem of year-round utilization on the kolkhozes and sovkhozes of workers of various ranks and workers in manual labor in general is becoming more critical. About 60 percent of all the agricultural workers fall into this category. On the whole, the structure of the APK in Moldavia requires further optimization. As before, agriculture occupies a dominant position in terms of the number of its workers, accounting for 81.2 percent. This is considerably higher than in the national economic APK. In order to improve the situation it will be necessary to provide for uniform distribution of skilled labor force among all participants in joint production, more rapid rates of reduction of the number of workers in manual labor as compared to other groups of workers, and proportional development of the material and technical base in all cooperating and integrated productions.

Increased effectiveness of the utilization of labor resources is also determined largely by the degree to which one achieves the optimum in the sizes of the farms and efficiency in the combination of various branches of crop growing, the degree to which the processes of specialization and concentration in the public sector of production are coordinated with the development of private and home business. When this kind of coordination is not complete there is a tendency toward a reduction of private subsidiary farming, which also means a deterioration of the utilization of labor resources in rural areas.

The utilization of the labor resources of the APK is affected, in certain cases, by the organizational separation of its units, which are represented by various ministries and departments. For example, in spite of the fact that two scientific production associations already exist in the system of the Moldavian SSR Ministry of Agriculture and there are a number of agroindustrial formations in the Ministry of the Fruit and Vegetable Industry, at the same time the Council of Kolkhozes is creating the Plodprom Association. The fact is that more than 80 percent of the fruits and vegetables are produced in the system of the Council of Kolkhozes, but it does not have a processing base,

and the Ministry of the Fruit and Vegetable Industry does not have significant incentives directed toward expanding enterprises and locating them closer to the interkolkhoz vegetable fields and orchards. This is typical not only of Moldavia, but also of the Ukrainian SSR, the RSFSR and other republics. Therefore an important condition for providing for reproduction of the progressive structure of labor resources in agrarian and agroindustrial enterprises is the creation in fruit raising of unified state-kolkhoz agroindustrial teams, within whose framework it is expedient to sharply expand the industrial sphere of application of labor directly at interfarm specialized enterprises for producing fruits and vegetables. In order to create favorable prerequisites for increasing the effectiveness of the utilization of labor resources under the conditions of extensive development of interfarm cooperation and agroindustrial integration, on the basis of the unification of the funds of the farms it would be expedient to expand the network of enterprises (shops) that carry out technological processes for initial processing of agricultural raw material and animal husbandry products directly at the interkolkhoz orchard and vegetable-raising enterprises and at animal husbandry complexes. All this would accelerate the movement of industrial enterprises into rural areas and would provide for a diversity of spheres of application of labor.

Solving problems of comprehensive and efficient utilization of labor resources as processes of interfarm cooperation and agroindustrial integration develop makes it necessary to accelerate the transformation of the rural social infrastructure, the expansion of the possibilities of selecting kinds of activity for the rural residents, strengthening of the ties between the country and the city, and so forth. The fact is that extensive development of cooperation and integration of agricultural production has sometimes outpaced the transformation of the living conditions in rural areas and the improvement of the quality of the work of institutions for education, public health and culture in rural areas. As before, there is a great lack of correspondence between the level of development of the production and the social structure in the agrarian sector. A significant obstacle on the path to overcoming the aforementioned differences is the fact that while the units of the APK are combined and organizationally formed within the framework of the rayon and republic APK, the branches of the spheres of the social infrastructure remain as they were before, separate and organizationally unformed within the framework of the territory. To be sure, the rayon agroindustrial associations form a centralized fund for sociocultural development, whose money can be used to solve problems of comprehensive and purposive development of the social infrastructure in rural areas, but this fund concentrates only part of the resources that go for the development of the social infrastructure of the given territory and it does not encompass the funds of the enterprises and organizations that are not included in the RAPO. The resources of the branches of the social infrastructure themselves, which constitute the basic source of its development, as before, remains separate even under the conditions of the effect of the RAPO.

As modern processes of agroindustrial integration and interfarm cooperation in combination with industrialization of production become deeper, there is a rapid development of interfarm, social-domestic and cultural ties directly in the rural areas. This influences the way of life of the rural population by

increasing the mobility of the latter. In this same direction there are changes in the social structure of the personnel of the interfarm and agroindustrial formations. These changes are accelerated under the influence of the growing volumes of information. Still, the development of transportation, which combines rural areas with urban settlements and other branches of the infrastructure, frequently lag behind the growing needs.

It is largely because of the lack of correspondence between the rates of cooperation and integration and the changes in the living conditions in rural areas that increase the turnover of skilled working force, especially personnel in the mass occupations. For example, the coefficient of turnover of machine operators in the republic has increased from 11.8 percent in 1976 to 20 percent in 1980, animal husbandry workers--from 17.8 to 25 percent, and workers who repair agricultural equipment--from 11 to 15 percent. The need to improve the structure of labor resources of the APK and to put a stop to their irrational migration requires that we more rapidly make the living conditions of the rural population "catch up" with the objectively justified demands, taking advantage here of extensive cooperation of the means of the population and interfarm, agroindustrial and other enterprises, particularly for expanding various types of gasification in villages, local water supply systems, sewage systems, systems for heating residential premises, and so forth.

Also associated with efficient utilization of labor resources is the solution to the problem of the seasonal nature of labor expenditures, which is being raised in a new way under the conditions of extensive specialization and concentration, cooperation and integration of agricultural production. The fact is that the creation of large interfarm vineyards, orchards and vegetable fields, with the existing rates of industrialization of production, sharply increases the need for seasonal workers for harvesting the vegetables, grapes, fruits and so forth. Moreover, under the conditions of the modern level of the industrialization of agriculture there is an increased demand for a particular type of worker. The reduction of the provision of the kolkhozes and sovkhozes with workers employed in manual labor leads to a significant expansion of the utilization for seasonal agricultural work of people from other branches of the national economy. As a result there is less uniformity in the distribution of the expenditure of the labor of workers among the various months of the year. The coefficient of seasonality on average for individual rayons of Moldavia amounts to 30 percent and more.

In order to carry out the comprehensive approach to the utilization of labor resources and to satisfy the seasonal needs of agriculture for labor force, in our opinion, it would be expedient: first, to combine branches even in specialized enterprises and utilize more extensively strains of plants that are planted and ripen at various times in large crop rotations, orchards and vineyards; second, to streamline the forms of temporary enlistment and utilization in agricultural work of representatives of nonagricultural branches of the national economy; third, to gradually increase the share of the agroindustrial sphere and rural areas as a whole in enlisting seasonal workers for the kolkhozes, sovkhozes and interfarm enterprises; fourth, introducing payments which the interfarm enterprises and associations would make for enlisting seasonal workers, and strengthening the material incentives

of workers of specialized enterprises of the kolkhozes and sovkhozes to carry out a large volume of seasonal work through their own forces.

Efficient utilization of labor resources under the conditions of extensive development of cooperation and integration and improvement of the structure of the APK are largely determined by the regulation of the income tax, pension support, land relations, and inheritance of property for those kolkhozes which have changed over to operating in interfarm and agroindustrial enterprises and associations. Now, for example, the kolkhoz workers who work at interfarm enterprises have an income tax. Many highly skilled machine operators and rank-and-file kolkhoz workers are refusing to transfer to work in these enterprises because of the fact that their earnings are reduced by the sum of the income tax.

One of the conditions for solving the problem of providing labor for rural areas and purposive influence on the scope and direction of the migration processes during the course of interfarm cooperation and agroindustrial integration is a comprehensive, systematic approach to the utilization of labor resources within the framework of the administrative and territorial units. At the present time the subdivisions (and there is an average of more than 50 of them per rayon) which utilize labor resources are under the jurisdiction of various departments. As a result there is a breakup of the structure of planned management of labor resources, and there is no comprehensive management of them on the basis of a unified approach to the development of the spheres of application of labor in rural areas. Moreover, it is necessary to have precisely a comprehensive approach which means improvement of the distribution of interfarm and agroindustrial production and the social infrastructure; it is necessary to have a strict determination of the expediency of creating new and expanding existing enterprises within the framework of the region, taking into account the quantity and peculiarities of the existing labor resources and the influence of their possible shifts (mainly during the process of cooperation and integration) to working on kolkhozes, shareholding sovkhozes and other organizations. For practical realization of this approach it would be expedient to develop at the level of the gosplans of the union republics special-purpose programs for the development of administrative units. These programs would determine and regulate the possibility of the utilization of labor resources by various departments whose enterprises are functioning on the given territory.

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LABOR

DEVELOPMENT, IMPROVEMENT OF CONTRACT BRIGADES IN BSSR VIEWED

Minsk SEL'SKAYA GAZETA in Russian 1 Mar 85 p 2

[Article by N. Galko and V. Drozdov: "The Strength of a Collective Contract"]

[Text] There are now approximately 10,000 contract collectives in our republic. They till 68 percent of all of the arable land, and a considerable portion of the milk herd and fattening cattle have been assigned to them.

The purposeful work of party and soviet bodies and agro-industrial associations has led to a noticeable increase in respect for the collective contract. An analysis of the work of subunits, who are working under this principle, shows that the yield, productivity and gain in weight of cattle is significantly higher in them than in those who are working according to the old way. Labor productivity has noticeably increased in contract collectives. Gross output calculated per one machine operator in a contract brigade is 15-20 percent more than for the republic's plant-growing branch as a whole.

Nevertheless experience shows that the incorporation of the advanced form for organizing and paying for labor in agricultural production is not simple -- it requires both thorough study and additional organizational efforts. Contract collectives have been established in a formal manner here and there in order to protect oneself from criticism.

An inventory of contract brigades and a questionnaire survey of 1,500 machine operator were conducted on the republic's farms. They showed that errors were being made in the qualitative composition of the contract collectives, prices for products were being lowered or increased, and the level of production independence was not high on a number of farms. There are still

quite a few problems associated with the qualitative development of the progressive form for organizing and stimulating work.

The editors of SEL'SKAYA GAZETA and the Belorussian SSR Ministry of Agriculture have conducted a "round table" whose participants summarized the experiences in incorporating the collective contract and exchanged opinions on ways to expand and improve it.

A. A. Chernyavskiy:

The October 1984 CPSU Central Committee Plenum once again emphasized the need for energetically incorporating advanced forms of labor organization and payment into agriculture. The strengthening of the material and technical base of the agro-industrial complex and the raising of the qualifications of personnel and production profitability have created during recent years very favorable conditions for the widespread incorporation of the collective contract and cost accounting in our republic.

There is positive work experience in each rayon.

The collective contract has been introduced most widely and effectively on the farms of Volkovyskiy, Berestovitskiy, Lyakhovichskiy, Berezovskiy, Tolochinskiy, Lepelskiy, Gomelskiy, Loyevskiy, Minskiy, Molodechnenskiy, and Babruyskiy rayons. In Volkovyskiy Rayon, for example, all of the kolkhozes and sovkhozes completed the shift to a branch management structure and all tractor field-work sections in crop growing and animal husbandry farms were shifted to a collective contract in 1983 after thorough preparations.

Strenuous but fulfillable norm targets for cattle productivity, taking into account the fodder allotted, the physiological condition of the animals and other specific production conditions, are being placed at the basis of the contract in animal husbandry. It is necessary to mention that the rayon's farms achieved the highest cattle productivity weight gains in the republic during the first year after the introduction of the collective contract.

The contract method eloquently campaigns for itself. Thus, the plant-growing shop on the Novaya Zhizn' Kolkhoz in Zhitkovichskiy Rayon operates using contract principles. The yield of grain crops increased from 30.6 to 57.9 quintals per hectare in 1984 when compared with 1983; that of potatoes--from 164 to 308, that of corn -- from 458 to 614; and that of root-crops--from 622 to 1,009. The Yanchuki contract brigade on the 1 Maya Kolkhoz in Shchuchinskiy Rayon provided 44.5 quintals of grain per hectare as opposed to the 38.8 average for the farm. The contract brigade on the Kolkhoz imeni Lenin in Slutskiy Rayon achieved an average daily weight gain of 723 grams per head of cattle when fattening the cattle. This is 240 grams more than in 1983. On the Put' k Kommunizmu Kolkhoz in Gomelskiy Rayon, the contract

brigade servicing the milk herd received 3,779 kilograms of milk from each cow during 1984. This is 381 kilograms more than in 1983. Two collectives on the dairy product farms of the Nesyata Sovkhoz in Klichevskiy Rayon are successfully working using a contract. The annual milk yield per cow grew by almost 700 kilograms and exceeded the 3,000 boundary. There are many examples of successful economic activity like this. This, however, is not all. In collectives working on a contract, the personal and collective interests of the workers are more fully combined and the payment for the labor of each one is closely connected with the final production results and personal work contribution. The situation in these collectives favorably influences labor discipline and increases the conscientiousness of the people.

Of course, each farm has its own peculiarities. The study and publicizing of the progressive collective contract experiences, which have been acquired on progressive farms and brigades -- including those present in our round-table discussion, will help directors and specialists to incorporate and improve it in a more qualified manner and make it an effective lever in increasing agricultural production, raising labor productivity and production efficiency, and instilling a proprietary attitude towards the land and production in workers and kolkhoz members.

I. I. Karpovich:

We have already had two years of experience. A mechanized contract brigade consisting of seven machine operators was voluntarily formed. Crop rotation on 452 hectares of arable land, six tractors, three combines, and all the necessary agricultural machinery were assigned to it. A brigade council of three people was elected. In accordance with the contract, the right to decide many important questions concerning labor organization, internal regulations and labor discipline and to evaluate work quality was granted to it. The contract with the sovkhoz administration defined the duties and responsibilities of both parties. A flowsheet and the costaccounting goal were developed jointly with the sovkhoz specialists. Payment for labor is carried out based on the final product in accordance with progressively increasing rates. The calculation of the progressively increasing rates was done based on the yield, which was actually achieved during the previous five years, and considering the additional resources. The brigade members are paid an advance, considering the labor contribution of each machine operator to the overall result, prior to the final calculation for the products which are produced after the entire harvest has been gathered from the fields.

An advance is paid monthly for the time worked based on category 3 - 6 hourly tariff rates. Work on MTZ and T-40 tractors is paid for using category 4; on T-74 and T-150-- according to category 5; on grain harvesting combines -- according to category 6, and on the T-16 -- according to category 3. Thus, the machine operators, who are working on MTZ and T-40 tractors, receive 70 kopecks an hour; those on the T-74 or T-150 tractor -- 79 kopecks, those on the T-16-- 62 kopecks; and those on the grain harvesting combines -- 89 kopecks an hour. The average amount of the daily advance (considering the additional payment for a rating) was 6.92 rubles for the machine operators.

Having created such a brigade, what have we received? The main thing is that the land has become more bountiful. For example, we harvested from those same fields 32.8 quintals of grain, 221 quintals of potatoes and 479 quintals of corn greens from each hectare in 1984. We ourselves found it hard to believe at first. Labor productivity had increased significantly. Output per standard tractor increased quite a bit.

These are indicators behind which not everything is seen at times. The new organization and payment for labor provided an impetus to the workers' initiative.

The contours of the crop-rotation fields were enlarged through their initiative. Two of them had been, for example separated by a wide -- approximately 10-meter -- boundary onto which rocks had been dragged since ancient times. The machine operators cleared it, plowed it up, added a half hectare to the arable land, and began to operate the machines more handily. We decided to repair a two-kilometer section of road in the time not devoted to our main work. We did this without instructions from above. Our brigade is a harmonious collective with a common goal. Stanislav Rumsevich and Nikolay Golikov, experienced machine operators, are working with redoubled energy and effort and are concerned about youth. They help them to master progressive work principles and new equipment and teach them to treat fuel, seeds, and equipment zealously. In their turn, the youth try to pull themselves up to the level of their mentors. Our brigade was the winner in socialist competition during the spring sowing and Kazimir Yuchkovich and Stanislav Rumsevich, combine operators, were recognized as the best ones during last year.

The principle "one for all and all for one" has become the main one in the collective. It assumes strict exactingness on all who commit blunders. Last year, for example, tractor operator Roman Grigorovich was able to drink on work time and shirk his work. They say that a contract brigade has and must reject a negligent machine operator. This is a new concept: Give us disciplined people.... It is incorrect to argue this way. We decided that we would manage with R. Grigorovich. We talked with him sharply-- and more than once. We entrusted a critical sector to him. The machine operator answered our trust with conscientious work. You would not know the individual today -- industrious and conscientious.

P. I. Kas'yanenko:

Work in a contract collective really re-makes people directly before your eyes. Last year, all of the subunits on our suburban farm worked using collective contract principles. Previously the administration and public organizations only knew year round that they were engaged in analyzing the conduct of drunks and brawlers. Last year, not a single case of this was registered on the farm. Let us say right out that one would have to pay a pretty penny for violating discipline. The collective contract has created an intolerant attitude toward negligence. A worker understands well that flawed conduct leads to bad products and, consequently, to losses in his income.

Thus, it should again be emphasized: A contract combines personal and collective interests in a good manner.

Our sovkhoz was considered a low profit farm during recent years. The grain crop yield was 14-16 quintals per hectare and the potato was 80-90 quintals. A year of work under a collective contract has shown that the new form for organizing and stimulating work is an effective lever for improving the farm's economy. In one year, the grain yield increased more than 1.5-fold, that for corn greens -- twofold, that for potatoes -- threefold, and that for root-crops -- almost 10-fold. A quintal of grain costs us twice as much less, and the costs for root-crops was lowered fivefold. Naturally the average wage of the machine operators increased sharply. Whereas it was 150 rubles a month in 1982, it was 240 rubles in 1984. An additional 60 kopecks for their output per one ruble of advance was paid to the machine operators.

The production relationships of the administration and all collectives on animal husbandry farms have now been placed on a contract basis. Each of them has a production costaccounting target for obtaining products. The number of farm workers, production assets, head of cattle, requirement for fodder, limits on direct costs,etc., are reflected in it.

As before, people are working at their own positions and individual responsibility has been removed from no one. The wages of each brigade member, however, will now depend on the final product that is produced by the entire collective. Common prices have been determined for a quintal of milk or weight gain. The price is not changed when there is a change in the number of workers. This is very important if the collective is to produce the same amount of products with a smaller staff.

A common rate has now been established on each farm to pay for the work of members in the contract collective of cattle-farm workers, metal workers, the brigade leader, fodder-preparing house workers, and milkers. The advance to contract collective members for the fattening and raising of cattle is distributed in proportion to the amount of time worked. Recalculations of wages is done every quarter based on the amount of obtained output. On a dairy farm, the advance to contract collective members over the course of a year is calculated using output rates considering the work participation coefficient (KTU). We consider three factors when applying the work participation coefficient: labor discipline, output quality and the fulfillment of functional duties.

The incorporation of the collective contract has noticeably decreased personnel turnover. Each milker now services 35 cows, before the introduction of the contract, it was 22. A more effective distribution of the workers' functional duties has contributed to this. Now, the milking personnel only milk cows, clean them and dispense concentrated fodder. The cattle-farm workers perform the remaining work. The problem of animal-husbandry personnel has disappeared on the farm.

The introduction of the collective contract has permitted the production of items in animal husbandry to be sharply increased also. The production of meat grew by 60 percent compared to the 1983 level; and that for milk -- by 21 percent.

The sovkhoz has overfulfilled the plans for the sale of meat and milk to the state. The qualitative indicators of the products being sold have improved quite a bit.

V. I. Trofimchuk:

Petr Il'ich mentioned the problem of personnel in animal husbandry. It is this problem that forced us to establish several years ago a mechanized link for fattening 840 head of cattle. Before that, fodder was transported on order, and therefore, the results depended on different types of chance. It led to disruptions in the feeding of the cattle on holidays and days-off. The directors attached a group of machine operators to the farm....

It is impossible to say that everything changed immediately. At first, quite a few shortcomings were revealed -- primarily because the material incentives, which had been adopted on the sovkhoz, did not correspond to the new form for organizing labor. We simply lacked the experience. The work of the cattle-farm worker operators was paid for using piece-work rates for the obtained weight gain; and that of the cattle-farm worker machine operators -- depending on the amount of work performed in transporting fodder. The wages of service personnel (metal workers and on-duty cattle breeders) also did not depend on products produced. This is incorrect.

The collective contract was the means for achieving the goal. A total of 2,440 head of cattle was assigned to the brigade. The target for them was as follows: to obtain a 6,340-quintal gross weight gain with a planned average daily increase of 710 grams.

The contract collective consisted of 36 individuals (13 cattle-farm machine operators, 13 cattle-farm operators, two metal workers, three on-duty cattle breeders, the farm's brigade leader, an assistant brigade leader, a book-keeper, a cattle driver, and a cattle purveyor). At first glance, it will seem that the staff of the brigade is very large. It is necessary to take into account, however, the fact that the brigade itself is performing the entire complex of operations. During the summer, the cattle-farm machine operators mow the green mass and transport it to the farm and dispense it to the cattle. During the winter, they transport, cut into small pieces and dispense coarse fodder and grains. The duties of the cattle-farm operators include the receiving and driving of the young cattle, the providing of help to the machine operators in the dispensing of fodder and cleaning of the stalls, and the performance of other types of work. In addition, the cattle-farm machine operators and operators participate in the receipt and shipping of the cattle. In order to calculate the advance, the weight gain for each group attached to the cattle-farm operators is determined monthly based on weighing control groups. The overall weight gain for the farm is multiplied by the collective rate which is calculated based on a 100-percent tariff

fund and product output norms. The total, which is obtained, is distributed among the brigade members in accordance with the work participation coefficient.

The farm brigade leader determines the work participation coefficient of each brigade member every day. Its base value is equal to "1". This changes depending upon the volume of work performed. During the arrival or dispatch of cattle, the work participation coefficient is increased by 0.1-0.2. When there is a lack of a conscientious attitude toward duties, it can be decreased from 0.1 to 0.5 of a point. The going to work in a drunken condition is already an extraordinary occurrence. In such a case, the work participation coefficient is decreased to "0". At the end of the month, the indicators are totaled and approved by the brigade council which contains three machine operators, two cattle-farm operators, the farm's brigade leader, and the assistant brigade leader. In addition, the farm workers receive quarterly bonuses from the material incentive fund if they have obtained high average daily weight gains and sold over-weight cattle. At the end of the year, we make calculations with the brigade based on the progressively increasing rates for one quintal of gross weight gain depending upon the productivity that was achieved for the farm as a whole. During 1984, the additional payment for output per one ruble of advance reached 28.4 kopecks, and the bonus for saving direct costs -- 18.5 kopecks.

It is possible to judge how much the introduction of the collective contract has influenced the effectiveness of work on the Linovo Farm according to the following indicators. During 1984, the brigade obtained a 7,171-quintal gross weight gain when the plan called for a 6,340 one. The average daily increase in the cattle was 804, and the cost for one quintal-- 111.26 rubles.

S. F. Saut':

The pig-breeding complex on Gigant Kolkhoz in Miorskiy Rayon was commissioned in 1974. Right up to 1982 the number of pigs exceeded a little more than 8,000, and they were serviced by 65 people. The organization and payment for work did not correspond to the production conditions and acted as a brake.

We were forced to look for ways that would help to improve the operations of the complex. The reconstruction, which was done, and the construction of an additional pigsty provided an opportunity to increase the number of pigs to 10,000. At the same time, we shifted to a separate shop organization for production and work. We established the wages of all workers, including directors, specialists and servicing personnel, depending on the amount of output produced. Its amount is determined by totalling the obtained weight gain and the weight of the pigs that have been born. The weight of pigs, which have died, is excluded.

The daily evaluation of the work of each worker according to a five-point system has been introduced in order to strengthen work discipline at the complex. The wages of each worker directly depend on the total points obtained by him during the month.

The reconstruction, which has been performed, and the new form for organizing and paying for labor, which has been introduced, have permitted the production and economic indicators to be significantly improved. A total of 795 tons of pigs was sold to the state -- this is 42 tons more than in 1983, or 225 tons more than in 1981. The monetary gain from selling the pigs was 2,840,000 rubles. The net profit was 1,250,000 rubles. The profitability was 78.6 percent. It is necessary to point out that labor productivity has significantly outstripped the increase in its payment during the last four years.

I. P. Stolyarov:

It is evident from what has been previously said that all workers in the complex have begun to work based on final results. We have gone further on our farm. Today, our entire kolkhoz is working on a contract basis. Everyone -- from the simplest machine operator to the kolkhoz board chairman -- receives a wage based on final results. In my opinion, it is not difficult to establish one contract brigade on a farm. This, however, is only a partial solution. You see, modern agricultural production is drawing nearer to industrial production more and more based on the degree of the division of labor.

This requires the introduction of appropriate changes into labor organization and management. With the existing multibranch management structure, the functions of a consultant and not of a production organizer fall to the fate of the chief specialist in a practical sense. This leads to parallelism, duplication and a lowering of the responsibility of individual directors who are receiving decent wages without taking into consideration the final work results.

That is why a branch (shop) management structure was introduced on the kolkhoz. Every chief specialist has received the capability to directly manage the work of the brigades, farms and other subunits in his branch. We have defined his rights, duties and moral and material responsibilities in special instructions. It was decided to establish the wages of the kolkhoz chairman, all specialists, brigade leaders, farm managers, and workers in the bookkeeping department every month at 85 percent of the pay rate. The remaining 15 percent is paid based on the fulfillment of the plan for output sales and the production of fodder units, the fulfillment of norms by tractor operators, etc.

Instead of field brigades, we have organized contract mechanized brigades, to which the crop rotations and necessary equipment have been assigned and all the necessary resources for their costaccounting activity have been allotted.

We are paying special attention to the work of the brigade councils. This management body conducts its meetings no less than once a month. The interrelationships between the brigade collectives and the kolkhoz management are regulated by a bilateral contract. The brigades are guided by costaccounting targets and flowsheets in their work. The members of the mechanized brigades take an active part in their development.

We have also shifted the animal husbandry complexes to a contract. Just as in the crop-growing branch, a council has been established on the farm and in the complex. It has been given the right to present the best workers to the kolkhoz management board for commendations and to impose punishments on individual members of the collectives. The council sums up the results of socialist competition and subsequently discusses them in the kolkhoz office.

E. I. Tomukevich:

A great deal has been said here about the contract in the crop-growing and animal husbandry branches. I would talk about the introduction of the new form for organizing and paying for labor in the repair of equipment. There are three workshops on our farm. One is standard and the other two modified ones. In 1980, the repair mechanics were shifted to a piece-work and bonus payment system. Previously, the over-expenditure of assets for wages was tolerated and discipline left much to be desired. We began with the selection of the necessary reference literature. Then, we established a certifying commission for granting repair qualification ratings. We calculated pay based on the ratings awarded and the time norms for repairing equipment. It is necessary to point out that there was dissatisfaction among the mechanics at first. This, however, was completely justified. You see, it was clear to each mechanic that he was not receiving payment for his cherished seven hours in the table as before. The amount and quality of the repairs had moved to the forefront. Let us point out that work discipline increased sharply and that an interest in performing the work in shorter periods was demonstrated. The idle time of equipment, which was caused by technical breakdowns, noticeably decreased.

This year, we have also begun to use the piece-work and bonus payment system in the repair of agricultural machinery and combines. We are now compiling a defect list for each plow, seeding machine and cultivator. The repair periods are pointed out and the wages are calculated in it. If the commission receives a piece of equipment, which has been repaired, and there are no complaints from the engineer service, the machine operator receives a bonus of up to 40 percent of his base pay for the quality of the repairs. This payment system is also being used for lathe operators, welders and blacksmiths. We have no problems in repairing equipment now.

Our drivers are also working in accordance with this principle for paying for work. This year, we have set their wages by taking into account the motor vehicle's period of service and runs.

This payment system was developed in order to increase the effective use of motor vehicle transport. In addition, we caused the automotive mechanics to take an interest in the highly productive use of the motor vehicles. They receive an additional payment from the material encouragement fund depending on the use coefficient of the automotive pool.

S. N. Pilipenko:

We have established a contract repair link on our farm. It consists of four people. O. Davidovich, an agricultural machine mechanic, heads it. A contract has been concluded between the link and the kolkhoz management. The kolkhoz management is required to pay a 40-percent wage bonus for the early and high quality performance of repair work when their commission accepts it with a rating of "excellent"; and of 30 percent--when the work is performed with a rating of "good". A bonus is not paid in other cases. The wage fund for repair work is calculated according to the piece-work rates for repairing agricultural equipment.

The payment of an advance to workers, who are employed in the repair and technical maintenance of tractors, is done in accordance with the conferred rating. The work participation coefficient is used. It is lowered for a violation of labor discipline and for poor quality repairs.

When incorporating this form of repairs, a large role is assigned to the engineer service. It must determine the composition of the equipment and the level of the repairs, establish the period for completing them and, finally evaluate the repairs that are performed. The economic service makes a final calculation after all this.

The "roundtable" meeting showed that the collective contract has become the main and basic method for organizing labor in agriculture on the republic's kolkhozes and sovkhozes. It is being skilfully used not only in crop growing and animal husbandry but also in the repair of equipment and in transport and building work. The question of shifting workers in the management link of the kolkhozes and sovkhozes is a long-term one.

In 1984, 3,025 brigades (sections) worked in crop growing using a collective contract. They cultivated 47 percent of the arable land. It was 53.7 percent in Grodno Oblast, 52.2 percent in Brest Oblast, 49.1 percent in Vitebsk Oblast, 47.1 in Mogilev Oblast, and 37 percent in Minsk Oblast. The entire crop-growing branch has been shifted to a contract basis on the republic's 618 farms. Today, 35 percent of the existing brigades (farms) are operating on a contract basis in animal husbandry.

Today's requirement is to intensify the work of incorporating the collective contract and costaccounting in the complex along with other progressive forms for organizing production, labor and management which insure a sharp increase in the efficiency of animal husbandry and an outstripping growth in labor productivity in comparison with the growth in the payment for it.

When shifting subunits to a contract, however, it is necessary to avoid a repetition of the mistakes of past years where a number of sovkhoz and kolkhoz directors and specialists created collectives in haste-- collectives that fell to pieces by harvesting time in the majority of cases. Those directors, who think that the collective contract is only the work of an economist, act incorrectly. Today, every branch specialist is an organizer and is obliged

to answer for the work organization in his branch. He must have an accurate picture of the yearly production program and the resources, with which it will be carried out, and a perfect mastery of the questions concerning labor organization and production management in the branch. It is necessary to increase the responsibility of all agro-industrial complex directors and specialists for improving labor organization and management so that the overwhelming majority of subunits in agriculture and animal husbandry will work in 1985 using the principles of costaccounting and the collective contract.

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LABOR

METHODS TO SOLVE LABOR SHORTAGE PROBLEM EXAMINED

Moscow PLANOVYE KHOZYAYSTVO in Russian No 2, Feb 85 pp 107-112

[Article by N. Panteleyev, chairman of the Ukrainian SSR State Committee for Labor, and V. Andriyenko, department chief at the Ukrainian SSR Academy of Sciences Institute of Economics, candidate of economic sciences: "Reserves for Saving Labor and Providing Incentive To Use Them"]

[Text] It has been emphasized in the decisions of the 26th CPSU Congress and subsequent CPSU Central Committee plenums that one most important prerequisite for economic and social progress is the consistent switch of the national economy onto the path of intensive development and increasing use of the qualitative factors of economic growth. During the 11th Five-Year Plan 50 percent of growth in the national income should be achieved through intensive factors; during the 9th Five-Year Plan these factors accounted only for 25 percent of growth, and during the 10th Five-Year Plan only 33 percent.

The intensification of social production assumes the implementation of a wide range of organizational-technical and socioeconomic measures. Here, very great significance attaches to improvements in management methods, including planning and economic incentive.

In order to resolve current and long-term economic tasks it is essential to take into account the features of economic development and the most important of its factors and trends. At the present time one factor exerting considerable influence on the shaping of the national economic proportions is the relative shortage of manpower.

Until the Seventies manpower resources were increasing at adequately high and stable rates and full and rational levels of employment were insured through the planned creation of new work places. During the Seventies manpower growth declined steadily. In the Eighties the demographic situation has been particularly exacerbated. For the country as a whole total population growth in this decade has declined by a factor of about five compared with the preceding decade, while in the Ukrainian SSR there will be no growth at all in the numerical strength of the ablebodied population. However, despite the falling growth rate in manpower the number of work places created each year is still growing. Analysis of the reproductive structure of capital investments during the period 1981-1985 shows that as previously, most attention is being paid to new construction. During the 11th Five-Year Plan, in the Ukrainian SSR R18 billion

are being spent mainly to create fixed production capital for the whole of the republic's national economy, of which R5 billion (about 28 percent) are being allocated to replace capital withdrawals and R13 billion to create new work places. As a result, there is a surplus of work places and a relative shortage of manpower. Thus, at industrial enterprises of 19 all-union and union-republic ministries, staffing is below plan, with only 94 people available to fill each 100 places. For the whole of industry in the USSR the surplus of work places relative to the numbers of workers will be more than 12 percent in 1985.*

This circumstance is one of the main reasons for the unsatisfactory utilization of the production-technical potential that has been built up. Because of understaffing at many enterprises, the shift coefficient for expensive machine tools and machines is less than 1.5. In auxiliary production this indicator is even lower. In some sectors in the Ukrainian SSR it is barely above unity. Meanwhile, raising the shift coefficient for equipment in industry in the UkrSSR by only 0.13 would now correspond to an increase of R4 billion in fixed production capital. It was emphasized at the CPSU Central Committee December (1983) Plenum that improving the equipment shift coefficient represents an enormous reserve for raising production efficiency and labor productivity.

Given the existing proportions in the distribution of capital investments, raising the shift coefficient of machines and mechanisms is a quite complex task. First of all the structure of capital investments must obviously be changed and that part of funding allocated for the reconstruction and retooling of enterprises must be increased. In particular, the experience gained by the Leningrad Oblast party organization, as approved by the CPSU Central Committee, in intensifying industrial production shows that during the 12th Five-Year Plan it will be necessary to allocate up to 80 percent of capital investments for the reconstruction, retooling and development of new and improvement of existing automated systems in industry in the oblast.

It is now important to agree the manpower balances not only with the reproductive structure of capital investments but also with the technical structure of fixed production capital. This is necessary in order to determine the actual ratios of work places and manpower. Calculations made taking into account the existing structure of fixed production capital show, for example, that in order to raise the shift coefficient for work places in industry in the UkrSSR up to the 1965 level what is needed is not only no increase in the number of work places but even an absolute decrease.

The negative consequences stemming from the manpower shortage are not limited to losses occurring as the result of the incomplete utilization of the production-technical potential already in place. The so-called labor shortage lowers the effectiveness of many economic and organizational-technical measures aimed at improving efficiency in social production. In particular, there is a sharp drop in the effectiveness of measures aimed at improving labor norming, improving work quality, strengthening production-technological and labor discipline, reducing personnel turnover, reducing losses of work time, improving occupational

* SOTSIALISTICHESKIY TRUD, No 9, 1983, p 39.

skills, and overcoming the equalizing trends in wages at some enterprises resulting from wage overstatement. Opportunities for freeing up any of the labor force as the result of technical progress and improvements in the organization of production are limited since realization of such opportunities is largely determined by an interest on the part of workers to make organizational-technical changes in production.

Because of the imbalance between work places and manpower a paradoxical situation has arisen: the labor shortage exists and worsens when the major reserves are not fully utilized. A unique kind of "vicious circle" has been created: the implementation of measures to eliminate the manpower shortage is hampered by the various circumstances that cause the shortage. For example, measures to strengthen labor discipline are hardly effective if, according to random samples, more than 30 percent of the people fired for violations of discipline or who leave at their own request without valid cause receive higher wages when they go to a new place of work.*

In order to eliminate the labor shortage more quickly, the planned reductions in the growth of work places should be accompanied by comprehensive measures aimed at:

--eliminating low-efficiency work places and obsolete and inadequately utilized equipment. This was precisely the approach made in solving this problem at the Dnepropetrovsk Combine Plant imeni K.Ye. Voroshilov, whose experience in certification and rationalization of work places has been highly assessed by the CPSU Central Committee. It was noted in particular that when combined with rapid automation of production this approach to things makes it possible to reveal enormous reserves for labor productivity growth. Another important socioeconomic problem, namely that of creating at the remaining work places the most favorable working conditions and increasing the amount of equipment available at each work and raising worker skills, is also solved as the result of certification.

--improving practical work in limiting numbers of workers required by enterprises, regions and so forth. The limits set for enterprises and organizations should not in the aggregate exceed the manpower resources available in a region. The sum of the limits by enterprise should make up a general limit for the corresponding ministry or administration.

--intensive freeing-up of manpower reserves at existing production facilities, primarily through organizational-economic changes not associated with significant material expenditures.

One important reserve for reducing the numbers of workers in production is improvement in the utilization of working time. In 1983 increasing work through strengthening labor discipline made it possible to reduce calculated losses of working time because of stoppages, absenteeism and days off with permission almost 30 percent in industry in the UkrSSR compared with 1980, calculated per worker. Similar results have been achieved in other sectors of the republic's

* PRAVDA 13 May 1984, p 2

national economy; however, in some of them the other absences permitted by law increased. Distracting workers by various measures not associated with their main activity does considerable harm to social production and sometimes even disrupts its organization. And in some regions this distraction acquires mass and persistent character.

In order to improve the utilization of working time special significance attaches to sharply decreasing losses of work time within the shift. According to the calculations, reducing loss of working time per worker by even one minute each shift would be the equivalent of the volume of output produced in a year by more than 260,000 people.* And when we consider that as a rule losses of working time amount to 10-15 percent (that is, about 50-70 minutes per shift), then reducing this loss even by half would on the national scale be the equivalent of bringing about 8 million workers into social production. The chief reason for losses of working time within the shift is the low level of production and labor organization, imprecise planning of tasks and drawing up of schedules for the operation of subdivisions, and insufficiently accurate and rapid response to changing production conditions.

The high level of losses of working time within the shift often has as one consequence the use of lowered work norms. It is mainly precisely for this reason that the status of labor norming at many enterprises and organizations is not in line with the level of production and labor organization reached. For example, for a number of ministries in the UkSSR over several of the past years provision has been made to examine only up to 1 percent of obsolete or erroneous norms. Moreover, the ratio of norms that are examined and then lowered is beginning to grow.

During the Sixties, when virtually all enterprises and organizations were fully staffed, violations of labor norming were much less frequent. In subsequent years, despite steps that have been taken to improve norming on the part of state management organs, the stepped-up nature of norms has been constantly lowered because in order to attract workers, wages have been artificially raised at many enterprises. As a result, at a number of enterprises the essential ratios for categories of workers have been violated, that is, there have been increases in the numbers of workers in higher categories even though these workers' skills often match only an average category.

The use of lowered norms sharply reduces the effectiveness of other material incentives aimed at accelerating labor productivity growth. For example, most of the republic's ministries and administrations are able to permit enterprises to use piece-work rates increased up to 20 percent for work in accordance with intersector, sector and other progressive normativs. Notwithstanding, the proportion of those piece-rate workers working according to norms for which higher rates have been set amounts only to 12 percent for the whole of industry in the UkSSR.

One major reserve for reducing labor costs is the cross-utilization of labor and extension of servicing zones. The opportunity to make use of this reserve

* SOTSIALISTICHESKIY TRUD No 3, 1984, p 3

increases as the level of mechanization rises and equipment is fitted with signal and control devices and the professional training of personnel is improved. With cross-utilization of labor a worker's monthly wage can increase R40-R60; but despite this, only about 5 percent of workers in industry combine their duties or extend the zone of their work.

Accelerating the rates at which the achievements of scientific and technical progress are introduced in production, the mechanization and automation of manual labor, and improvements in working conditions all constitute an important condition in improving the utilization of live labor and reducing the manpower shortage. During the period 1981-1983 in Ukrainian industry alone more than 655,000 people were transferred from manual to mechanized work, and the rates at which manual work was mechanized more than doubled. As a result more than 90,000 people were freed up and transferred. During the 12th Five-Year Plan more attention will be paid to reducing the use of manual labor in the republic. Provision is being made for considerable expansion in the introduction of robots, various kinds of manipulators, rotary conveyer belts and so forth.

The introduction of measures in the scientific organization of labor [NOT] is of great significance in saving live labor. Within the republic the implementation of NOT measures has made it possible over the first 3 years of the 11th Five-Year Plan to save the labor of more than 500,000 people. At the same time, far from full use is being made of reserves for improving labor efficiency through development of the brigade forms of labor organization and incentive, or of the introduction of standard plans for the organization of work places in sections and shops and for enterprises as a whole.

Another important task is to save embodied labor. In the gross national product the proportion of embodied labor is about two-thirds, while in the industrial processing industries it is four-fifths. Reducing materials intensiveness, energy intensiveness and the output/capital ratio is not only a way of improving the cost-accounting efficiency of production but also a realistic way of reducing the manpower shortage. However, this reserve is still being incompletely utilized. Whereas throughout industry in the UkrSSR 16.3 percent of workers are covered by brigade cost accounting, at the enterprises and organizations of a number of ministries and administrations less than 1 percent of those working in brigades are covered by cost accounting.

At the present stage the problem of meeting national economic needs for manpower has acquired a very complex intersector and interterritorial nature, and it can therefore be resolved only on the basis of a systematic and comprehensive approach. To this end, inter alia the "Trud" goal-oriented, comprehensive program was drawn up for the 11th Five-Year Plan in the UkrSSR and is being successfully implemented. One of its most important functions is to coordinate the activity of ministries and administrations, enterprises, scientific research establishments and trade union organs, aimed at making comprehensive use of reserves to raise labor productivity.

The national economic requirement for manpower can be considerably reduced through internal reserves whose realization does not require major initial material expenditures. In order to use these reserves, along with measures

to strengthen labor, production and planning discipline and eliminate intra- and intersector disproportions and improve organization and responsibility in all sections of production, it is essential to provide every possible kind of incentive to save live labor. However, the progressive methods of encouraging workers to reduce the numbers of personnel are at present not being spread quickly enough. Thus, the Shchokino method, which was introduced in 1967, is being used at only 4 percent of industrial enterprises.

One reason for the delay in spreading efficient methods of labor organization and incentive is, in our opinion, the inadequate responsibility of administrative-management personnel at enterprises, industrial associations and ministries for the utilization of manpower reserves, saving labor and--chiefly--their poor interest in reducing the numbers of workers.

Drawing up and implementing measures to make efficient use of manpower resources (the cross-utilization of labor, multiple-machine tool and multiple-unit servicing, the introduction of NOT, technically substantiated norms for work done, normative planning of wages and so forth) require, primarily from engineering-technical workers and employees, the fulfillment of a large volume of additional organizational-technical, socioeconomic and explanatory work. For example, when preparations were being made to extend multiple-machine minding at the Gorkiy Automobile Plant, more than 30,000 time-and-motion observations were made of the work of machine tool operators and a laborious analysis was made of labor organization and labor norming and wages. On this basis a determination was made of the optimal location for equipment and equipment work load, and more than 100,000 technically substantiated norms were worked out. The certification and rationalization of work places and introduction of brigade forms for labor organization and incentive require particularly large volumes of preparatory work. Effective economic incentives are needed for administrative-management personnel to undertake such laborious additional work on their own initiative while simultaneously carrying out their current duties.

As is known, providing incentive for administrative-management personnel and for the entire collective at an enterprise in the matter of improving qualitative indicators for activities is effected mainly through the material incentive fund. However, the size of such incentive is often too small to really interest engineering and technical workers, employees and the entire enterprise collective in reducing numbers of workers.

For example, if at an enterprise with 180 workers and a wages fund of R270,000 it is possible to reduce the number of workers 10 percent against the plan through intensifying the work day and extending servicing zones, and, in accordance with existing norms, half the wages saved is included in the enterprise profit, then the total payment from the material incentive fund in one year will increase only R4,100, which, calculated on a per worker basis, comes to less than R3 per month. And of course, reward on this sort of scale cannot provide incentive to develop initiatives to reduce expenditures of live labor. If the enterprise were to go down the road of reducing the numbers of workers by the same amount on the basis of introducing new equipment or through labor mechanization, then costs would exceed the additional deductions to the material incentive fund by a factor of 10. The low level of interest on the part of engineering and

technical workers in introducing progressive forms of labor organization, particularly the brigade contract, was rightly pointed out in statements made by specialists at a meeting of the All-Union Council of Brigade Leaders.*

The economic levers used in accordance with the experiment that has been underway since 1984 in five of the all-union and republic ministries have helped in improving manpower utilization. At enterprises of the UkrSSR Ministry of the Food Industry, for example, the numbers of personnel have been cut by 1,500 people, personnel turnover has declined from 18 percent to 5 percent, and losses of working time have been reduced almost 20 percent. Here a positive role has been played by the stable normativs for the formation of the wages fund, the additions to the wage rate for workers and the allowances (up to 50 percent) added to the salaries of engineering and technical workers and employees through savings made in the wages fund, and the changes made in the wage procedure when workers are engaged in cross-utilization of labor. One worker in six is receiving some addition to his wages.

At the same time the initial results of the economic experiment indicate that in order to make qualitative advances in manpower utilization a number of changes are required in the incentive system for individual and collective labor. When work was being done to extend the experiment to a number of other ministries, note was made of the need to further strengthen the effect of the economic mechanism in accelerating scientific and technical progress and to make better use of labor, material and financial resources.**

One essential condition in developing social production and satisfying more completely the growing material and spiritual demands of the workers is to insure preferential labor productivity growth rates relative to increases in the average wage. At the same time, both during the 10th Five-Year Plan and the first part of the 11th Five-Year Plan, both in the country as a whole and in the UkrSSR the relationship between these indicators was deteriorating: the increase in wages per percentage point of labor productivity growth was becoming increasingly high. In order to overcome this process, in the UkrSSR, for example, a complex of measures was initiated. As a result, during the first 10 months of 1984 average wage increases in industry in the republic amounted to 0.6 percent per 1 percentage point of labor productivity growth. In 1985 it is planned to consolidate this relationship.

In order to insure an economically substantiated relationship between labor productivity and wages at all levels of the national economy, primarily at the enterprise level, it is necessary to improve the mechanism that regulates rates and growth proportions. This mechanism should at the same time insure steady and planned increases in wages and maintain wages' decisive significance in total growth in workers' incomes. There is now often no planning at enterprises for raising wages as the result of increased work through internal (decentralized) sources. However, taking into account the objective need to cover labor costs at a constantly rising level, as a rule this should always be planned.

* PRAVDA 26 Mar 1983; PRAVDA 9 Mar 1984; SOTSIALISTICHESKIY TRUD No 1, 1983 pp 11-12; and others.

** PRAVDA 24 Aug 1984.

At the same time, studies conducted at enterprises show that there are very often considerable differences in wage increases at the same kinds of enterprises and in the same sector. (see table 1 below).

Table 1.

(figures shown as percentage of total number of enterprises studied in given industrial association)

Change in planned level of average monthly wage in 1981 compared with planned level in 1976	Number of enterprises		
	"Ukrobuvprom"	"Ukrkhlopprom"	"Ukrtsement"
Decrease	4.0	-	7.1
Increase (%)			
0.1-5	4.0	6.7	42.9
5.1-15	48.0	46.7	42.9
15.1-25	28.0	40.0	-
25.1-35	8.0	3.3	-
above 35	8.0	3.3	7.1

Worker dissatisfaction with wages is sometimes the result not so much of the wage level as the disorder in the organization of wages and the unjustified differences in the size of ages. Restraining wages growth at enterprises obtained from internal resources leads not only to undesirable social consequences but also to negative economic consequences: in particular, it enables some enterprises to meet growing plan targets not on the basis of improving the work efficiency of the collective but through retaining workers above the permitted staffing level.

In order to eliminate these shortcomings it is necessary, in our view, to organize proper control on the part of the ministries and administrations to insure comprehensively substantiated growth rates in the average wage at each enterprise, and the relationship between wage growth and labor productivity growth. It is essential to change the approach to the determination of planning indicators for the wages fund, numbers of workers and average wage. It is not the wages fund nor the average wage but the number of workers at an enterprise that should be the derivative value. For this, the enterprise must not only establish a limit for wage costs but also a lower limit for the average wage for workers already in the first year of the five-year plan, and also the planned wage increase for the entire five-year plan. In this way, in the labor plan the indicators for the wages fund and the average wage will be directive indicators, while the indicator for the numbers of workers will be a calculated indicator produced from other indicators.

When exercising centralized control over the sizes of wages funds (by means of planning the wages fund on the basis of long-term normativs) an enterprise will be able to insure the recommended annual growth in the average wage either by reducing the numbers of workers or by means of improving production efficiency. Thus, the prerequisites will be created for more rapid labor productivity

growth relative to the planned and steady increases in wages; and for extending the use of the Shchokino and other methods that make it possible to reduce the proportion of wage costs in output prime cost.

With a planned rise in the enterprise wage level and extended use of the normative method for planning the wages fund, enterprises will be interested in reducing the planned numbers of workers needed to carry out a given volume of work, and as a result growth will be insured in the amount of work done. If, however, an enterprise fails to cut back on the numbers of workers, then in order to insure wage growth it will be necessary to increase output (which is the equivalent of increasing the amount of work done by each worker) or improve production efficiency so that the additional deductions to the normative wage fund and the material incentive fund will be adequate to raise actual wages to the planned level.

For individual sectors, associations and enterprises the relationship between labor productivity growth and wage increases should be to some extent individualized, that is, set depending on the main factors involved in raising labor productivity. Thus, when labor productivity is raised as the result of the introduction of new equipment and advanced technologies, wage increases per percentage point of labor productivity growth should be planned at a lower level than when it is raised as the result of improved worker skills, cross-utilization of labor and so forth. When specific growth rates are set for labor productivity and for wages in a sector it is necessary to make provision for a reduction in material incentive if this relationship is upset.

Control by management organs, ministries and administrations over growth in the average wage at enterprises through internal sources, with simultaneous cutback of proportional costs per unit of output will also help in eliminating unjustified differences in wages for workers in individual categories, occupational and skill groups and sectors. These misalignments are now eliminated mainly by introducing new wage rates and salaries using the state budget. We share the view of many specialists who consider that this system needs to be changed. The opinion of Yu.P. Batalin, chairman of the USSR State Committee for Labor and Social Problems, appears justified; he notes that new rates and salaries should be introduced "in line with and through seeking out and building up enterprise internal resources as the result of improvements in production efficiency, and strictly within the limits of the funds allocated to them for wages."*

In addition to the economic effect, the steady planned increases in wages at enterprises are also of great social significance since they represent one of the most specific forms in implementing the party program to raise the living standards of the workers. The close dependence established here between workers' wages and the numbers of personnel will promote increased interest on the part of workers in stepping up labor norms, introducing advanced experience and extending servicing zones, that is, it strengthens incentive to improve production efficiency primarily through those reserves that are available at each enterprise and for whose utilization no significant capital costs are required. As a

* PRAVDA 4 Sep 1984.

result a higher level will be reached in the realization of the unity of worker economic interests at enterprises and all of society.

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EDUCATION

KAZAKH SSR HIGHER EDUCATION MINISTER INTERVIEWED

Alma-Ata PARTIYNAYA ZHIZN' KAZAKHSTANA in Russian No 2, Feb 85 pp 82-88

[Interview with K.N. Naribayev, Kazakh SSR minister of higher and secondary specialized education, by G. Chumakova: "What Should a Specialist Be?"; date and place not specified]

[Text] The editorial office receives many letters that touch in one way or another on questions concerning the training and education of students and future specialists, and raising the level of VUZ education. Readers' concern with problems of higher education is especially great now, during the course of the reform of the general educational and occupational school, when much must also be reorganized in the VUZ's, especially in work on occupational guidance and choice of profession, in the study of the psychology of the individual and in the development of his business and public activities. Those writing these letters are predominantly present and past students, and accordingly the dialogue published below is one between two totally interested parties.

[Question] Kupzhasar Naribayevich, this question is put to you by a senior foundry worker in a metallurgical shop at the Balkhash Mining and Metallurgical Combine, one Manayenkov: "It is no secret that a VUZ graduate with an engineering diploma still has to study and re-learn a great deal in production. I also had to go through this re-learning process in my time. But why does the VUZ train just the 'general engineer' rather than giving the individual specialist training?" Proshchenko, who is chief of the computer center at the Pavlodar Industrial Institute asks the same question in his letter. Tell us, please, what is being done to prepare the VUZ graduate better for the specific tasks of production.

[Answer] To some extent, for the young specialist, re-learning is inevitable. The high rates of scientific and technical progress and the constant intensification of production require constant improvement of skills and a raising of the professional level. The VUZ's prepare general engineers with basic training in general scientific and general occupational disciplines. At the same time the specific nature of their future work in the various sectors of the national economy is taken into account: engineering personnel are trained in 500 specialties and specializations. And the list is always being

amended and supplemented, taking into account the emergence of new directions in science and technology.

Undoubtedly, the question of the young specialist's adaptation to production is an important one. In the final years at the VUZ, lecture courses and special practical courses have been introduced, taking into account the features of the sectors in which the future specialists will work. Students are mostly sent to their future place of work for practical studies. This gives them the opportunity to gain a deeper understanding of the production process and to study the organization and structure of the enterprise. As part of their diploma plans many students work on actual production problems. With each passing year the proportion of real diploma projects in response to orders from enterprises grows, and diplomas are defended in the labor collectives.

[Question] And, evidently, links between the VUZ and production are organized for the purposeful assignment of graduates, are they not?

[Answer] Yes, links with the sectors of the national economy are being expanded. Our contacts for goal-oriented training of personnel are especially fruitful with enterprises of the ministries of nonferrous metallurgy, geology and the food industry. The Kazakh and Karaganda polytechnical institutes and the Dzhambul Technological Institute of the Light and Food Industries and other VUZ's have concluded about 150 contracts directly with ministries and administrations for personnel training. However, this effective form of links with production has not been fully legitimized and there is no coordinating document that would oblige the Gosplan to take into account the agreements concluded between the VUZ's and the enterprises, even though this problem prevails not only at the republic but also the all-union level.

In some VUZ's, for individual groups of specialties, assignments are made 2 or 3 years before graduation. But it should be noted that much here depends also on the enterprises, which are obliged to define their long-term requirements for personnel and to state this to the planning organs via their own ministry. They should create for themselves conditions in which future specialists can successfully gain practical technological and production experience and do their diploma work and gain work seniority; this, in the final analysis, will facilitate the process of the engineer's adaptation to the special features of production.

[Question] The next question comes from Yu. Shevchenko in Karaganda: "Experience has been gained in the country in setting up training-scientific-production complexes (UNPK), that include VUZ's, scientific research institutes, design bureaus and experimental shops. Thanks to these complexes, student specialization begins as early as the second year. I would be interested to know if this kind of experience has been gained within the republic."

[Answer] We do have experience in the creation of these kinds of associations, and with each passing year this experience grows. The first training-scientific-production association (UNPO) was set up on the basis of the Karaganda Institute in 1978: the "KarPTI-KNIUI-p/o"Karagandugol"" [the Karaganda Polytechnical Institute-Karaganda Scientific Research Coal Institute "Karagandugol" Production Association]. Now, using 14 of our ministry's VUZ's as a base, 25 UNPO's

have been set up, including four each at the Kazakh Polytechnical Institute and the Karaganda Polytechnical Institute, three at the Pavlodar Industrial Institute, two at the Alma-Ata Institute of the National Economy, and one each in the other technical VUZ's and two universities.

The activity of the UNPO's is aimed primarily at improving the quality of training for specialists for specific sectors of the national economy and expanding use of the latest equipment and experimental bases in the training process. Each year more than 5,500 students gain practical experience at the leading enterprises and associations; about 2,000 of them complete their diploma and course projects on actual themes connected with specific production problems, while 2,200 students take part in scientific research.

[Question] Obviously it is also possible to speak of the students' contribution to scientific and technical progress, is it not?

[Answer] Yes, and one graphic example of this is the activity of the "KarPTI-KNIUI-p/o 'Karagandaugol'" where scientific research work is being conducted under the terms of 20 contracts on creative cooperation and 12 economic agreement themes with funding to the tune of more than R300,000. Problems connected with working coal seams in complicated mining and geological conditions, the development of means of automation for technological processes and so forth have been jointly resolved here. The saving derived from introduction of the developments totals more than R4 million.

Scientific research is just as effective at the Kazakh State University "Biofizika", "KazPTI-AZTM" [Kazakh Polytechnical Institute-Alma-Ata Heavy Machine-Building Plant] and "AINKh-ADK" [Alma-Ata Institute of the National Economy-expansion of ADK unknown] UNPO's. This cooperation between the VUZ and production within the framework of the UNPO's is promoting a rise in the level of intensification in the training process and helping to strengthen its links with the practical tasks of production.

[Question] Kupzhasar Naribayevich, the problem of training specialists for the countryside concerns our reader Belyalov , chairman of the kolkhoz imeni Kalinin in Panfilovskiy rayon, Taldy-Kurgan Oblast, as, indeed, it probably concerns any other manager. He asks what kind of trend is envisaged: will VUZ training for [agricultural] enterprises increase or decrease? And what causes such a trend?

[Answer] Many agricultural enterprises have been convinced of the advantages of goal-oriented training for personnel by means of sending their own grant-aided students from among the local youth to the VUZ's. The trend toward an increase in the number of such grant-aided student can be clearly seen: whereas in, say, 1982, they made up 26.2 percent of the total number of students at agricultural VUZ's in the republic accepted as first-year students, in 1984 the proportion of grant-aided students assigned in accordance with the 18 September 1959 USSR Council of Ministers decree No 1099 was 36.7 percent. Taking into account the specific features of the agricultural VUZ's, it would be possible to form more than half student body with grant-aided students from kolkhozes and sovkhozes. All that is needed is for the farms to make fuller use of their opportunities.

And if we talk about other sectors of the republic's national economy (industry, construction and so forth), then here, despite a certain increase in the proportion of grant-aided students from enterprises, on the whole these indicators are still low. In 1984 only 6.8 percent of young people admitted to the pedagogical, medical and technical VUZ's had been sent there by enterprises and organizations. This, of course, places great responsibility on the ministry VUZ's. But it is also important that the leaders of enterprises and organizations and sector ministries and administrations make more complete and more effective use of the opportunities afforded them in goal-oriented training for specialists.

[Question] And here is a letter from Alma-Ata: "As a teacher, from time to time I have to persuade some students to catch up on his studies; those at the bottom of the class. And using various pretexts they try to put off the evil hour. But in fact, why do we chase after these negligent students, and try to persuade them and call them in front of all kinds of commissions? Is it not high time to make the VUZ entrance requirements stricter? For the desire to retain the contingent of people at any price weakens discipline. When a student knows that he is not going to be dismissed he loses his sense of duty and responsibility. Perhaps unconscientious students should be dismissed, with a right to subsequent reinstatement after 2 or 3 years; meanwhile let them work for society and consider whether or not they truly want to study at a VUZ. (signed) I. Demchenko, senior teacher in the Department of Political Economy at the Kazakh Polytechnical Institute imeni V.I. Lenin."

[Answer] When teachers must resort to "persuasion" and "calling out" the negligent student to sit an examination, this indicates a lack of organization and discipline in the training and educational process. A strict procedure for retaking examinations exists in the VUZ's, and for making up academic inadequacy within established periods after the examination session. The interaction between teacher and student should be of a creative and businesslike nature. Undoubtedly, along with the disciplined, diligent students we encounter those who are negligent and irresponsible. Without in any way relieving them of blame, it is also apropos to look to the dean's office and the departments. Are they making full use of the training and educational potential? What makes the students interested in their studies, in active, cognitive activity?

[Question] That is, not all the blame in study work can be laid at the door of the students?

[Answer] More than that. The teachers who display liberalism and lack of principle in their dealings with their wards should also carry the responsibility. Special demands are made of teachers in the social disciplines. As Konstantin Ustinovich Chernenko points out, "the teacher of these disciplines should not simply enjoy the authority invested in him by science but also have his own clear-cut ideological position, a fascination with searching thought, and a morally attractive personality." He is an ideological mentor and teacher; he transmits to the students not only knowledge but also his own conviction, ideological passion and moral experience. There should be no indifference in studies in the social disciplines, even less so for the student who is lagging.

Given skillful organization of training and educational work and an enhanced sense of responsibility on the part of professors, teachers and students, losses to the student contingent should be kept to a minimum. This is the task facing the educational establishments. But this is no way means that it is necessary to "retain the contingent at any price." When all measures to influence the student have failed to produce results, he is dismissed. During the first 4 years of the current five-year plan, more than 3,000 were dismissed from the full-time departments of our ministry's VUZ's within the republic because of lack of proficiency.

However, the attitude of the higher school toward the student is distinguished not only by strictness but also humanism. In accordance with existing provisions, a dismissed student can be reinstated in a VUZ after one year provided he has displayed active labor activeness and receives a positive character reference from his place of work.

[Question] An alarming note is sounded in a letter from reader Zhanguzhin, member of the CPSU since 1942 and leader of the Alma-Ata section of the veterans of the 18th Army. He writes, in particular: "From time to time the periodic press in the republic talks about the unseemly deeds taking place within the walls of the VUZ's. In particular that the law enforcement organs have unmasked bribe-takers in the Kazakh State University, the Chimkent branch of the Alma-Ata Institute of the National Economy and certain other places. This cannot but be the cause for serious alarm to the public. Why is the crucial matter of educating young people sometimes being entrusted to dishonest and unscrupulous people?" In this connection, Kupzhasar Naribayevich, what are the personal qualities used in the selection of specialists for teaching work in the VUZ?

[Answer] Even a single case of bribery and protectionism in a VUZ is impermissible and does untold harm in the education of future specialists. However, we still encounter individual bribe-takers who grossly violate civil and professional ethics. Their shadow, unfortunately, falls over the entire VUZ collective, and sometimes on the entire system. Our struggle against them is rigorous and uncompromising. Teachers who commit amoral acts are immediately dismissed from teaching work.

The requirements for selection and re-selection to teaching posts are also being tightened. In addition to professional information and knowledge of the subject, the VUZ councils also give serious attention to the ideological and moral qualities of the people selected. The rights of party and public organizations have been extended in the matter of cadre selection. In many VUZ's the posts of department chiefs are reserved for party committee members, and the posts of social sciences teachers for members of the rayon or city party committees. These teachers are certified by the VUZ's annually.

The ministry imposes strict requirements on VUZ leaders in matters of the selection, indoctrination and placement of pedagogic cadres. In July of last year the ministry collegium reviewed the style and methods of work used by the rectors of the Alma-Ata Pedagogical Institute of Foreign Languages, the Aktyubinsk Medical Institute and the Kustanay Agricultural Institute.

Most attention was paid to work with cadres and to enhancing their responsibility, eliminating existing shortcomings and abuses of official positions, and cutting short all negative phenomena in the life of the higher school.

In August 1984, having reviewed the state of affairs at the Kazakh Women's Pedagogical Institute, the ministry collegium found serious shortcomings there in the selection of cadres, and instances of protectionism and abuse of official position. The institute leadership had not drawn the appropriate conclusions from criticism leveled at it by the 15th Kazakh Communist Party Congress and in the buro of the Alma-Ata Party Obkom. The ministry dismissed the institute rector from his post and strictly punished the guilty parties.

[Question] What steps are being taken to exclude errors in VUZ admittances so that the student ticket is obtained by people who have a vocation for any given profession? Engineer Nikiforov from Pavlodar asks about this.

[Answer] Of course, the formation of the student collective is not a simple technical matter. It has not only its demographic but also its social aspects. The VUZ's should select the most worthy and the best prepared. And, just as important, those best suited in all respects for any given profession. On this plane career counseling plays a definite role. The more so because in recent years there has been a tendency toward lowering the competition for VUZ admittance, particularly the technical VUZ's. The VUZ's also have to seek out "their own" students.

"Open houses" at the VUZ's and faculties and departments, appearances by teachers in schools and at enterprises, and statements on radio and television and in the press, and the publication of VUZ brochures and prospectuses have all become traditional. Effective new forms of career counseling have appeared: the organization of small academies and universities, study circles for particular subjects, clubs, open competitions and so forth. This kind of work is being carried out well by the Kazakh State University, the Kazakh State University, the Kazakh Polytechnical Institute, the AGMI [expansion unknown; possibly Alma-Ata State Medical Institute] and other VUZ's.

The second stage of career counseling work is determining the vocation, capabilities and disposition toward a chosen specialty and, finally, professional suitability. To this end, in addition to the entrance examinations, individual counseling is held with every secondary school graduate in order to elucidate his motives in selecting a given specialty. These interviews should be held by the faculty deans and members of the admitting council, and, if necessary, by the VUZ rectors and prorectors. The Komsomol aktivs at the educational establishments are recruited extensively for this work.

[Question] Do you think that this kind of approach in determining someone's vocation is adequately competent?

[Answer] We have a general skill characterization for each specialty, which determines the requirements for theoretical knowledge and practical skills. But we still do not have concrete requirements on personal characteristics for each occupation; I mean psychological, physiological and medical data, particularly regarding the nervous system, memory and so forth. This problem faces the higher school throughout the country.

A partial solution to this question has been found at the Karaganda State University, where a career-counseling center has been set up (still on a public basis), which is engaged in a study of the features of professions, the compilation of occupational characterizations and the development of methods to determine professional suitability, and also the coordination of activity by all the subdivisions involved in career counseling and scientific research on this problem. The ministry intends to further develop this kind of research and to expand the existing center at the Karaganda State University.

[Question] Reader Lepinskiy from Ust-Kamenogorsk writes: "What I know about student life is not hearsay; I studied myself at one time and now I have occasion to deal with VUZ graduates. And this is the question that arises: are they not overly eager in the VUZ to get involved in issuing instructions about handling grants for students and dealing with hostel accommodations? But where are the guardians? What are the educational institutes' organizations involved in? And finally, where is student self-management?"

[Answer] Administrative methods, of course, are not the only means used to indoctrinate students. As a rule they predominate in collectives in which there is only a formal attitude toward youth's requirements and in which they fail to understand the concerns of youth today. As Dinmukhamed Akhmedovich Kunayev pointed out at the Kazakh Communist Party Central Committee 13th Plenum, "... in educating the youth there is nothing insignificant. Since here, as never before, labor indoctrination in organic unity with world-outlook indoctrination is being moved to the forefront."

As journal reader Lepinskiy rightly remarks, the main thing in improving indoctrination work is the further development of student self-management. It is common knowledge that it is precisely self-management that helps future specialists to acquire organizational and management skills and the ability to solve practical questions. In many VUZ's the allocation of grants and places in the hostel has long been handled by the students themselves; and they also determine any punishments meted out to an erring comrade. The student council is fully in charge in the hostels and resolves absolutely all questions there. I would like to make special note of the positive experience gained in organizing student self-management at the Alma-Ata Institute of Zoology and Veterinary Science, where 3 years ago the student hostels switched to full self-management. The functions of superintendent, janitor, carpenter, fitter, electrician, in short, every kind of service, have been assumed by the students. The traditional duty teachers in the hostels have been abolished. As a result the students' initiative and responsibility have been significantly enhanced for thrifty attitudes toward public property, the condition of the rooms has been improved, and cases of violations of the rules have dropped sharply. This experience will be spread elsewhere.

Amateur dramatics, student labor detachments, social and political practices, special clubs and so forth are under the exclusive control of the Komsomol organization. Another matter in which student self-management needs to be further developed is in broad support from the leaders of the VUZ's and public organizations. The ministry is generalizing the positive experience gained in the VUZ's and teknikums in the republic and in the near future will be issuing recommendations on this question.

Undoubtedly much also depends on the guardians and their words of wisdom and ability to reach every student; and on their talent as mentors in awakening the loftiest thoughts in their charges. And here, the question of guardian selection is very important. Unfortunately, along with the outstanding teachers who enjoy the love of the students, we also encounter the "formal souls"--those who have only a formal attitude toward their duties, merely controlling the student and making "organizational decisions" while not really exerting any influence on youth. The dean's office and the VUZ party organizations must approach the appointment of guardians with more thought and with a greater sense of responsibility.

In my opinion, much needs to be examined in the activity of the VUZ training-and-teaching commissions. These commissions are involved in sitting in judgement over students, in "censuring" them, and pay scant attention to individual work with them and do not always offer help in good time. And administrative measures start to predominate in places where this kind of formal approach to education holds sway.

[Question] The importance of this next question can be seen from the fact that it is rarely absent from the pages of the newspapers. It also concerns our journal readers. Here are some lines from one letter: "After having studied for 4 years at a university, I realized that the problem of the student family raises many questions, and the chief of these is the urgent need for individual family housing for students. I would like to know how these problems are being tackled here in the republic. (Signed) Utegenova, a student at the Kazakh State University."

[Answer] As a rule, student families receive a great deal of attention. If they request it, student families are transferred to an individual study schedule, and they are provided with grants on a priority basis and are given material aid and offered academic leaves of absence. And after graduation from a VUZ young couples are guaranteed work in the same locality.

However, the most acute problem for student families is accommodation. The VUZ's, unfortunately, are still unable to provide hostel accommodations for all student families, although the problem has been partially resolved at individual VUZ's by allocating rooms and even entire sections in the hostels. However, the times require that separate hostels be constructed for student families.

[Question] And on what does this depend?

[Answer] Here we must count on help from the sector ministries and administrations and their material base. Let me cite all-union experience as an example. The USSR Ministry of the Gas Industry built five hostel shells--one for families-for students at the Moscow Institute of the Petrochemical and Gas Industry. This is a statesmanlike and businesslike approach to cadre training. For the students who today are "under the wardship" of the ministry will tomorrow go to enterprises subordinate to that ministry. I would like to see our republic ministries and administrations take this kind of responsible and interested approach to the problem of housing for students who in the future will be their own specialists.

In short, student families require special consideration, the more so since in recent years the number of student marriages has been growing sharply. It is our duty to help in every possible way in establishing and consolidating the young family, and we hope that the republic planning organs will also approach this problem with all due seriousness.

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STRONGER COOPERATION BETWEEN SCHOOLS, PRODUCTION ADVOCATED

Labor Training Problems Discussed

Moscow SHKOLA I PROIZVODSTVO in Russian No 3, Mar 85 pp 3-6

[Text] On 11 December of last year, a conference of leading workers of the USSR Ministry of Education and more than 60 union industrial ministries and departments took place in Moscow on the question of the further improvement of the system of the joint work of school and production with respect to the labor instruction, training and vocational orientation of students in the light of the school reform.

Reports were presented at the conference by the USSR deputy ministry of education, V. M. Korotov, and the first deputy chairman of the USSR State Committee for Labor and Social Problems, L. A. Kostin.

Communications were read by the USSR deputy minister of trade, F. I. Isayev, the deputy minister of the chemical industry, K. K. Cherednichenko, the chief of the Main Administration for Personnel, D. A. Yesipenko, the chief of the Administration for Labor Organization, Wages, and Working Personnel of the Ministry of the Aviation Industry, I. F. Baydyuk, and the chief of the Educational Institutions Main Administration of the USSR Ministry of Railways, G. A. Minin.

The participants of the conference familiarized themselves with the experience of the work of the interschool UPK [school-production combine] of the Kalininskiy Rayon of the capital.

The following officials took part in the conference: The chief of the sector for schools of the Science and Educational Institutions Department of the CPSU Central Committee, Ye. M. Kozhevnikov, responsible officials of the CPSU Central Committee, V. I. Vasilevskiy and N. N. Mironov, and the deputy chief of the Department for the AUCCTU, I. P. Nikonov.

Below are published the reports and a review of the speeches at the conference.

Urgent Tasks of the Improvement of Labor Training of Pupils

[Report by V. M. Korotov, USSR deputy minister of education]

[Text] The reform of the general education and vocational school being realized in the country is an integral part of the policy of the party aimed at the systematic and comprehensive improvement of developed socialism. The reform, the Central Committee points out, "is a matter of great importance, touching on the interests of every family and the entire Soviet people."¹

Among the basic tasks of the school reform is the fundamental improvement of labor training, instruction and vocational orientation of the students, the strengthening of the polytechnical, practical direction of teaching, and the realization of the transition to the general vocational education of young people. This direction in the work with respect to its realization acquires special, one can say, decisive significance.

In his speech at the April (1984) Plenum of the CPSU Central Committee, the general secretary of the CPSU Central Committee, comrade K. U. Chernenko, emphasized: "The more closely we bring the school and production together, the sounder will be the return from the reform. The educational and political return."² The decree of the Plenum "On the Basic Directions of the Reform of the General Education and Vocational School" states:

"The ministries and departments of the USSR and the union republics [must] create the necessary conditions for the labor instruction of students at enterprises within their jurisdiction, in organizations and institutions. For this purpose, they [must] allot equipment, work places, skilled personnel, raw material and materials, and secure the precise organization of the labor of the students. The managers of the base enterprises, along with the directors of the educational institutions, bear personal responsibility for the labor instruction of the pupils and the safe conditions of their labor."³

The entire experience of communist education and our success in the fulfillment of the labor training of students support the force and closeness to life of the Leninist proposition: "Only in labor together with the workers and peasants can we become real communists." In alliance with school and production, and in the further strengthening of their cooperation we see the basis of all success in the enterprise of the ideological-political, labor and moral training of the young generation.

Not long ago, the student production brigades, which have become one of the most popular and typical forms of labor associations of students in the organization of their productive labor, marked their 30th anniversary. One of the first brigades was created by the Rossiya Kolkhoz and the Grigorevskaya Secondary School of Stavropol Kray. Now tens of thousands of brigades of such type guarantee the practical participation of the school youth in the village in the fulfillment of the Food Program.

At the end of the 1960's, interschool school-production combines for labor instruction and vocational orientation developed in the Baumanskiy, and then ~~all~~ in all rayons of the capital. This exceptionally promising form of ~~all~~ ~~labor~~ cooperation of enterprises and schools also came to be quickly recognized.

For many years labor detachments of senior students have been organized by the schools together with the enterprises of light industry. The movement "We Replace Our Parents in Production" has received broad dissemination during the summer holidays. Now the labor detachments of the senior students work at enterprises of various sectors of industry.

One could also cite other facts. All of them permit drawing an indisputable conclusion--progressive experience of labor training is born at the junction of friendly and coordinated efforts of the school and production.

Soon after the adoption of the well-known decree of the CPSU Central Committee and the USSR Council of Ministers "On the Further Improvement of the Instruction and Training of the Students of General Education Schools and Their Preparation for Labor" (1977), the USSR Minister of Education, together with a number of sectorial ministries of industry, agriculture and the service sphere, accepted the orders and decrees of the collegia, in which concrete measures were set forth for the development of cooperation among schools, enterprises and farms, as well as local organs of administration, in regard to the improvement of the labor training of students and their orientation towards the mass vocations of given industries. These documents were important not only for the solution of practical questions locally, but also made it possible to determine the basic directions of the coordinated efforts of school and production: These are the organization of productive labor and beginning vocational training of the students, the development of tutorship of the experienced workers directly engaged in production, the strengthening of educational influence of the labor collectives on the students and their parents, the organization of technical creativity of children and agricultural experimentation, etc.

Of especially great importance for the further development of the cooperation of schools and production collectives in the successful training of the young generation for life and labor is the April (1984) decree of the CPSU Central Committee and the USSR Council of Ministers "On the Improvement of Labor Training, Instruction and Vocational Orientation of Students and the Organization of Their Socially Useful and Productive Labor." It sets forth precisely the volume and content of the labor task of the vocational training of the students and establishes the role in it: Of the schools and organs of public education, on the one hand, and the industrial ministries and departments, enterprises, farms and institutions, on the other. The overwhelming majority of the industrial ministries and state committees announced this decree through special orders, bringing it to the enterprises and farms. The same was also done by the USSR Ministry of Education.

At present the task consists in the organization of coordinated efforts in regard to the precise fulfillment of this decree at the local level and the realization of systematic control over the full and effective realization of the measures outlined by it. Perhaps after some time, joint orders or decisions of the collegia of the USSR Ministry of Education and the individual industrial ministries should be adopted about the course of its fulfillment.

Some changes in the structure of the USSR Ministry of Education have been produced by the decision of the government. The most important one of them was the creation of a special administration for the labor and vocational training

of students. One of the chief functions of the new subdivision will be the expansion of business contacts with the corresponding administrations of the ministries and state committees. We are counting on their assistance and practical help in the solution of a number of fundamentally new tasks placed on the agenda for the reform of the school.

The joining of instruction with productive labor, at first glance, is not a new problem for the Soviet school. During various periods of its history, it found practical realization to this or that extent. During the past years, especially much was done in this direction. The movement of labor associations of students received wide dissemination. Every year between 10 and 12 million students of the general education schools during the period of the summer holidays work in the plants and factories, on the fields and farms of the country. Productive labor has become the basic content of the labor instruction of the senior students; especially conducive to this has been the joint creation of interschool school-production combines, school shops and sections in the enterprises. The experience of the fulfillment of production orders by students of the middle link of the school on the basis of school workshops has also been developed. Where is the novelty of the present-day formulation of the task of the joining of instruction and productive labor?

We will note two basic aspects. The first is the fact that the labor of the students is becoming obligatory. The time for it is provided for by the curriculum of the school: In the 10th-11th grades, 8 hours a week, and in the 8th-9th grades, 6 hours a week are allotted for labor instruction and obligatory socially useful productive labor. The time for the yearly labor practice has been increased to 16-20 days (a total of 52 days for the 8th-10th [grades]). The number of students involved in productive labor will significantly increase also through the inclusion of the young and middle school age. All of this requires the creation of additional work places in the school workshops, school-production combines, and training shops and sections of enterprises. Accordingly, there is an increase in the demand for equipment, instruments, raw material, the apportionment of production orders, the involvement of experienced instructors, etc. Our reference point is the better utilization of training workshops and subsidiary farms attached to the schools.

The second specific element in the organization of productive labor consists in the fact that in the 8th-11th grades it must be related to the type of vocational training of the students. Previously it was frequently as follows: The student studies one profession, but works where it is inapplicable. This situation must be corrected. What is required is the elaboration of well thought-out long-term plans for the gradual involvement of all students, beginning with the 2nd grade in socially useful and productive labor, effective both pedagogically and economically. It is necessary to especially emphasize the latter. You see, one can still frequently hear the following arguments: "We cannot expect a special economic effect from the labor of the students. [They are] children, not adults. What can they do? The main thing is for the children to work, to learn how to work, to receive an occupation. . ."

On 2nd August 1984, a contribution from a correspondent was carried in the newspaper SOVETSKAYA KUBAN', in which the words of the director of a large enterprise are cited: "Economically it is not advantageous to me to have to do with

the students of a school combine. Sense in the kopeck, but confusion in the ruble. . ." These are incorrect and, what is more--harmful arguments.

The economic and educational effect of the productive labor of students (and adults as well) are interrelated factors which mutually condition one another. What attitude toward labor do we cultivate in our children if it will become economically inefficient and disadvantageous, if the adults will regard it as game, as a "pedagogical necessity"?

The economic effect of labor depends on many factors, but age does not play a determining role. The generation of boys and girls who came up to the machine tools during the years of the Great Patriotic War and worked in the fields of the kolkhozes know this very well. This is indicated today also by the experience of the student-production brigade and other labor associations of the students. Those who regard the labor organization of students as a burden, simply do not want to devote themselves to this seriously.

The professional training of the students of the general education schools, as well as productive labor, have been realized in practice already for a number of years: Drivers, tractor and machine operators, secretaries and machine operators are being prepared. After the introduction, in the upper grades, of intensified labor instruction of a significant part of the graduates, after passing a job examination, categories are given in accordance with the professions studied according to established procedure.

What does this indicate? Above all, the fact that where the school works to elusive contact and business-like cooperation with production, where it arms itself with the best experience of vocational training, there the task of giving the students a vocation is solved successfully. And at the same time, it should once again be emphasized that the task is in principle a new one. You see, we are talking about the obligatoriness of vocational training in the general education school. Along with the vocational-technical school, it is called upon to become one of the competent channels for vocational secondary education in our country.

When the draft of the basic document on the reform of the school was discussed in the press, some comrades expressed the fear that placing the task of the vocational training of students before the general education school represents a serious threat to the principle of polytechnical education and will thus destroy the polytechnical school. Is there a basis for fears of that type? I believe, there is not. During all of the years of its existence, the Soviet school has shaped and developed as a polytechnical school. Its polytechnical educational orientation is guaranteed by the fact that it provides all-round general education scientific training for all students. Moreover, the study of the foundations of the sciences is closely coordinated with the trend determination of their practical application in the affairs of production. The labor training of the students bears a polytechnical character. Their vocational training is also bearing an integral link and important condition of polytechnical education since it guarantees the full-fledged participation of the student in productive labor. And, you see, precisely the combination of education with productive labor is the chief source of the all-around development of the individual, the basis of his polytechnical preparation.

In connection with the introduction of the obligatory vocational training of students, a number of important questions arise. The first of them, whom we can and will prepare in the school. The most general answer to this question was given by the USSR State Committee for Labor and Social Problems, which on the instructions of the party and the government, jointly with the USSR State Committee for Vocational and Technical Education, the USSR Ministry of Education, and the AUCCTU, confirmed the Provisional List of Vocations, in accordance with which the training of students in the schools is organized (cf.: SHKOLA I PROIZVODSTVO, 1975, No 1).

The Provisional List characterizes one aspect of the matter--the possibility of the training of the students in accordance with a certain choice of vocations. The other aspect is the question of the necessity of the training of students for concrete vocations of one sort or another. In accordance with the established procedure, it must be solved by the ispolkoms of the local Soviets of People's Deputies, taking into account the requirements for personnel and the presence of a production and school-material base. Undoubtedly, the proposals of the base enterprises will constitute the basis of such solutions.

Still another question--about the program-methodological equipment of vocational instruction. Our calculations of instruction time, provided for by the curriculum, make it possible to draw a conclusion about the possibility of utilizing, in the work with the students, educational programs and educational literature being created and applied for the training and skill improvement of personnel directly in the sectors of the national economy.

At the beginning of the 1980's, the USSR Ministry of Education, together with a number of ministries (railways, communications, the coal industry, and some others), confirmed the programs of instruction for a number of mass vocations. Evidently it is worthwhile to continue such work. But independently of this, already now it should be recommended to schools and base enterprises to make use of the program-methodological and educational materials available in production and, moreover, to create their original library resources for the vocational training of students.

All of this is fully relevant to educational literature as well. I will cite one example. In the Provisional List, in particular, a vocation such as "3rd class communications operator" is cited. With reference to school-production combines, the training of young boys and girls is regulated in accordance with it. Together with the USSR Ministry of Communications, a corresponding program has been approved, which is now being perfected with regard to the increase of time for labor training. In 1981, the publishing house Radio i svyaz' [Radio and Communications] published the textbook "Operator svyazi" [Communications Operator] (second edition), approved by the USSR Ministry of Communications. It can be fully recommended for the instruction of students. To utilize, for this purpose, many other analogous textbooks, there are enough methodological letters about changes of one sort or another in them.

An extremely urgent question arises about the cooperation of efforts in regard to the output of educational literature for the vocational training of students. We are turning to the participants of the conference with the request to inform the USSR Ministry of Education about available program-methodological documents

suitable for the vocational training of students and educational literature and to afford the opportunity to become acquainted with it.

We should especially single out the question of the study of the fundamentals of electronic computer technology, which are becoming an integral part of the general education training of students. The character of the scientific-technical revolution at the present time is to a considerable extent determined by the rapid development of microelectronics and computer technology. One of the basic achievements in this sphere is the creation of microprocessors.

The decree of the CPSU Central Committee and the USSR Council of Ministers "On the Further Improvement of the General Secondary Education of Young People and the Improvement of the Conditions of the Work of the General Education School" sets the task "of organizing, in the upper grades of the general education schools, the vocational-technical schools, and the secondary specialized educational institutions, the study of the fundamentals of electronic computer technology, in order to cultivate in the students the skills of the use of computers and to arm them with knowledge about the broad use of this technology in the national economy. To this end, to provide for the development of a special course for students, the creation of the necessary textbooks, educational aids, school and interschool studies, as well as the use of computer technology of the base enterprises and other institutions for educational purposes. . . ."⁴

The study of the fundamentals of electronic computer technology is now provided for by the school programs. In the new curriculum for the 11-year secondary school a subject has been included which discloses the fundamentals of information science and electronic computer technology.

A certain experience has been accumulated in the organization of the instruction of students of the general education schools in the use of computer technology and programming. During the 1982/83 school year, the labor instruction of the students of the upper grades in specializations connected with computer technology and programming was conducted in the majority of union republics at the base of school-production combines, school shops, sections, studies and laboratories of computer centers, enterprises (organizations), teknikums, VUZ's and in schools. It was carried out by scientific associates of institutes, specialists, and engineering and technical workers of the base enterprises (organizations).

Now the task consists in not only making the maximum use of the already available base for the practical familiarization of the upper grades with the fundamentals of programming and electronic computer technology, but also in expanding it consistently. For those students who up to now can receive only theoretical information about the fundamentals of electronic computer technology, excursions to operating computer centers must be organized. And there are quite a few of them in the country, as well as specialists capable of showing, on the basis of practical examples, the enormous possibilities of electronic computers and to call forth in students a deep interest and understanding of the necessity of mastering computer technology.

A key link in our joint work is the strengthening of the business-like cooperation of schools and base enterprises. This is the aim of the decree of the USSR

Council of Ministers "On the Confirmation of the Statute on the Base Enterprises of the General Education School" of 30 August 1984 and the Statute itself. This is a fundamentally important document for our further joint work, which consolidates the best experience of the cooperation of school and production. An overwhelming majority of ministries and departments have energetically supported it in their orders and instructions according by sector.

In the country there are quite a few enterprises, kolkhozes, and institutions, where the daily concern about the ideological and labor tempering of the young generation ranks with the most important concerns. The emulation of their example and the maximum support and encouragement of the appropriate conditions is one of the paramount tasks. It seems extremely valuable for the business at hand to study and to approve in the near future the experience of the business-like cooperation of the best base enterprises and schools. And in this, the USSR Ministry of Education is ready to cooperate with the industrial ministries and committees and is counting on the assistance of the All-Union Communist Youth League and the Central Committee of the Komsomol.

A special type of cooperation of schools and base enterprises is taking shape in the system of interschool school-production combines. Here, as a rule, some enterprises and farms come forward as base enterprises for several schools. This has its advantages. On the one hand, the influence of enterprises on a significant number of schools is guaranteed, on the other--the students are given significantly greater possibilities for the free selection of vocations.

At the present time, many tens of thousands of workers, kolkhoz farmers, and specialists are working in the school-production combines, in the school shops of enterprises, as well as in the capacity of instructors of labor associations of students. It is necessary to give greater attention to the improvement of the conditions of their difficult labor and to show broader concern for their mental and material stimulation and pedagogical training.

* * *

In reading again and again the documents setting forth the basic directions and practical measures for the realization of the reform of the secondary school, we feel a legitimate pride, seeing in them the real triumph of the Leninist methodology of the CPSU. All the most important precepts of V. I. Lenin on the socialist education of the young generation received further development in these documents.

The education of the young generation by means of involving it in the struggle for communism and in the selfless labor of the Soviet people, the combination of educational education with productive labor, vocational instruction on a broad polytechnical basis, and the mobilization of all social forces in the enterprise of general education--these Leninist principles are placed at the basis of the reform of the general education school. But in order to consistently and effectively realize what has been projected, we must secure its broadest propagation and its advancement to the practical workers of school and production. The success of the reform depends, above all, on the teachers, foremen, instructors, directors of schools, plants and factories, the ministers of farms, and on the top-level organizations of the unions and enterprises.

The difficult and responsible tasks of the communist education of the young generation can be successfully solved only by friendly, coordinated efforts of teachers and workers directly engaged in production with the broad attraction of the public. And we will attain this!

NOTES

1. "O reforme obshcheobrazovatel'noy i professional'noy shkoly: Sb. dokumentov i materialov" [On the Reform of the General Education and Vocational School: Collection of Documents and Materials], Moscow, Politizdat, 1984, p 24.
2. Ibid., p 6.
3. Ibid., p 12.
4. Ibid., pp 67-68.

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Vocational Orientation Discussed

Moscow SHKOLA I PROIZVODSTVO in Russian No 3, Mar 85 pp 7-9

[Report by L. A. Kostin, first deputy chairman of the USSR State Committee for Labor and Social Problems: "For an Effective System of Vocational Orientation"]

[Text] The intensification of public production and the acceleration of scientific-technical progress sharply increases the role and significance of the human factor. In these conditions, the all-round development of the individual and the increase in the level of his education and vocational training become a subject of special concern. This is precisely the aim of the reform of the general education and vocational school which is being implemented at present.

In socialist society, as is well known, the working class plays the leading role. Its number and proportion in the total number of those working is constantly increasing. If in 1959 the workers in the country constituted 33.7 percent and in 1970--57.4 percent, in 1983 they accounted for 61.2 percent. The present-day working class consists of tens of millions of educated, technically competent, and politically mature people, whose labor increasingly approaches engineering labor.

There has been a fundamental change in the appearance of the kolkhoz peasantry. Today the kolkhoz farmer, in terms of his general education and technical level, differs less and less from the worker.

These changes are called forth, above all, by the development of modern production, which requires of the workers basic specialized knowledge, a high level of culture, vocational mobility, and the ability not only to acquire and apply the knowledge and ability accumulated by the older generation, but also master it independently. All of this depends to a decisive degree on the level of general and vocational training and awareness.

The source for the replenishment of the working class and the kolkhoz peasantry are the young people entering working age. For this reason, one of the most important tasks is the improvement of the education and communist upbringing of the rising generation and its preparation for labor in the national economy and, above all, in the sphere of material production.

An important role in the solution of this and many other tasks belongs to the Soviet school. In accordance with the reform, the secondary general education school, along with the system of vocational-technical education, is becoming one of the most important sources of the systematic supply of the national economy with skilled personnel. In connection with this, the task has been set to fundamentally improve the labor instruction, training and vocational orientation of the students and the organization of their socially useful and productive labor.

A wide range of measures has been set forth for the realization of these directives of the party, among which the further strengthening of the relationship of the school with production is of special significance. In many respects, the success of the undertaking depends precisely on how their cooperation will be carried out. For this reason, it is very important from the very beginning to determine the tasks which confront the organs of public and vocational-technical education, the general education schools and vocational-technical schools, the ministries and departments, the enterprises, organizations and institutions, which have been charged with the responsibility for the organization of the labor and vocational training of the students.

Already today it is necessary for every school and base enterprise to define more precisely the vocations, for which it is expedient to organize the training of students, the content of their socially useful productive labor, and the specialization of the interschool school-production combines and vocational-technical schools, proceeding from the requirements of the region for workers, the presence and possibility of development of an appropriate base.

In September 1984, the USSR State Committee for Labor and Social Problems, the USSR State Committee for Vocational and Technical Education, the USSR Ministry of Education, and the AUCCTU confirmed the Provisional List of Vocations, in accordance with which the vocational training of senior students can be implemented (SHKOLA I PROIZVODSTVO, 1985, No 1). It includes 760 vocations of various sectors of the national economy, including 640 of those for which the training of students is completed in the school through the passing of qualifying examinations in accordance with established procedure, and 120 more difficult ones, instruction in which begins in the general education school and is completed in secondary vocational-technical schools or in production.

It must be emphasized that all vocations included in the List meet three basic requirements: Mass character, expediency, and accessibility, i. e., they are, above all, widely disseminated in the national economy, in individual sectors and regions, and the duration of the training for them, as a rule, corresponds to the instruction time set aside in the school for the vocational training of the students. Everything must be done in order for the schools and base enterprises to have this List and in accordance with it to develop the work in regard to the vocational training of the students, and to improve its organization in production. For this it is necessary to significantly strengthen the presently

operating school-production base, as well as to create new school shops, sections, workshops, individual instruction work places, etc.

The content and procedure of the execution of this work are set forth by the Statute on the Base Enterprise of the General Education School, confirmed in August 1984 by a decree of the USSR Council of Ministers. In accordance with this document, enterprises of industry, construction, communications, transportation, the service sphere, sovkhozes, kolkhozes, regional forestry administrations, scientific research and planning institutes, and other enterprises and organizations, which, along with the general education schools have been charged with the responsibility for the organization of the labor training of students, are attached to secondary, 9-year, as well as specialized general education schools as base enterprises.

Meanwhile, as the results of the extraordinary calculation conducted by the USSR Statistical Administration in 1983 showed, in many enterprises such a base does not meet the norms. Many enterprises, on the whole with a small number of workers, do not have them at all. There are especially many of those enterprises in the USSR Ministry of Light Industry, the USSR Ministry of Power and Electrification, the USSR Ministry of the Timber, Pulp and Paper, and Wood Processing Industry, and the USSR Ministry of Industrial Construction. All of this is indicative of the fact that we will have to carry out a great deal of work in order for the instruction base of the enterprises and organizations to correspond to the demands made on it. Moreover, this question must be solved comparatively, taking into account the scales of the labor and vocational training of the schools and vocational-technical schools, as well as the instruction of workers in production.

Promising from these requirements, it is necessary for the ministries and departments to review the sector norms for the creation of the instruction base, to establish tasks for 1986-1990 in regard to its expansion for the enterprises and organizations within their jurisdiction, and to make provisions for the necessary capital investments for these purposes.

We will call attention to still another important circumstance. As is well-known, in accordance with the Basic Directions of the reform of the school, in the course of one or two five-year-plans the general secondary education of young people will be supplemented by universal vocational education. This will require the reorganization of the system of the instruction of workers in production, in proportion to the expansion of the scales of the training of personnel in the secondary vocational-technical schools and the development of vocational instruction in the school, analogous work in the enterprises will be gradually reduced.

In connection with this, the ministries and departments, in the elaboration of the plans for the training and skill improvement of personnel in the 12th Five-Year-Plan, should take into account the fact that the main task of the system of vocational instruction in production in the future must become the retraining of workers who are being freed as the result of the acceleration of scientific-technical progress and the certification (attestatsiya) of work places, as well as the instruction in secondary vocations and the guarantee of systematic skill improvement. Moreover, the scales of such work will be significant,

which is conditioned, on the one hand, by the intensifying manifestation of the law of the change of labor, and, on the other, by the growth of the demands on the worker, his skills and professionalism.

During the past few years, positive experience of work in regard to the vocational orientation of young people has been accumulated in the country, work which is being carried out in the system of public education and other state organizations and institutions responsible for the education and training of the rising generation, the distribution and utilization of labor resources.

In the general education schools, the preparation of the students for the selection of vocations is realized in the process of their polytechnical education, labor instruction, and their incorporation in socially useful and productive labor. The economic organs, enterprises, and associations have intensified their attention to the vocational orientation of young people. The material provision of the system of vocational orientation of young people is improving and the level of the development of methods, vocational grammar books (professiogramm), information and reference and other materials is increasing. The forms and methods of vocational orientation work are being enriched, and specialized subdivisions, equipped with technical means, are being created. Thus, in the enterprises of the USSR Ministry of Nonferrous Metallurgy 210 vocational orientation studies have already been created, in the USSR Ministry of Ferrous Metallurgy--192, in the USSR Ministry of Light Industry--120, in the USSR Ministry of the Electrical Equipment Industry--more than 100, and in the USSR Ministry of Agriculture--70. The vocational orientation service operates in all leading plants of the Ministry of the Automotive Industry. Well organized is this work in the systems of the USSR Ministry of the Radio Industry, the USSR Ministry of the Aviation Industry, and the USSR Ministry of Instrument Making, Automation Equipment and Control Systems.

The vocation selection of workers with regard to their individual psychological features is becoming more widely disseminated, which makes it possible to significantly increase labor productivity, reduce expenditures for the instruction of personnel, maintain high work capacity, develop technical creativity, reduce the turnover of manpower, and preserve the health of the workers. In many enterprises, the vocation selection is included in the system of the scientific organization of labor.

However, in the majority of the sectors of the national economy, the work in regard to vocational orientation is developing slowly, the main directions of its improvement are not set forth everywhere, and in the USSR Ministry of Chemical and Petroleum Machine Building, the USSR Ministry of Construction, Road and Municipal Machine Building, the USSR Ministry of the Fish Industry, and the USSR Ministry of Machine Building for Light and Food Industry and Household Appliances extremely little attention is as yet given to this matter. Industrial science, the services of the scientific organization of labor, and scientific-technical information, the centers for personnel training, and the institutes for skill improvement are not properly incorporated in it. In a number of ministries and departments, groups of specialists responsible for the development and introduction of a sector system of vocational orientation have not been allotted. Only in some ministries have councils for vocational orientation been created, but thus far they have reorganized their work slowly.

Progressive experience in the organization and execution of vocational orientation, the increase of the prestige of the sectors and leading vocations is being poorly disseminated.

We cannot but be disturbed by the fact that the interests of young people who are entering independent life and are choosing a vocation, are still little related to the sphere of material production. According to the calculations of the economists, for every three teenagers intending to devote themselves to art and culture, there is only one who is inclined to become a worker. But the requirements of the national economy for personnel dictate to us, as it were, the opposite proportion.

The school alone, obviously, is not equal to the task, here joint efforts are needed. The labor collectives and the organs of the economic administration are called upon to take an active part in the formation of the vocational interests of the senior students. Moreover, a special role in this belongs to the base enterprises.

I recall that the Statute on the Base Enterprise of the General Education School states:

"The base enterprise, together with the school, conducts the work in regard to the vocational orientation of the students toward working occupations and, first of all, in regard to the formation in them of an interest in the occupations of workers of enterprises, and as far as possible creates a vocational orientation study in the enterprise for this purpose. It participates in the creation and organization of the activity of a school instruction and methodological study of vocational orientation, conducts production excursions of the students, conducts explanatory work with the students and their parents in regard to questions related to the choice of a vocation, employment, and organizes the familiarization of the workers of the schools and the students with equipment, technology, economics and production organization in the enterprises.*

All of this places a special responsibility on the ministries and departments, which are called upon to find effective ways of the improvement of the work of the base enterprises to help the school.

We should especially single out such an important direction of vocational orientation work as the expansion of the scales of vocation selection--one of the most effective methods conducive to the optimal realization, by every Soviet person, of his constitutional right to free choice of a vocation. For example, specialists of the laboratory for the physiology and psychology of labor of the All-Union Scientific Research Institute of Labor Protection of the AUCCTU in the city of Sverdlovsk, together with the workers of the center for vocational orientation of the UzSSR State Committee for Labor, established that every third to fourth taxi driver is psychologically not suited for this profession although perhaps as a truck or bus driver. It has been established that up to 30 percent of the accidents in production are connected with the insufficient vocational suitability and instruction of the operators, and among the drivers these factors cause up to 70 percent of all road and transportation incidents.

*) SHKOLA I PROIZVODSTVO, 1985, No 1, p 5.

When the choice of the occupation is well-founded, young people master professional habits more rapidly, increase their work skill, and improve the production indicators. But, you see, it is a well-known fact that the labor productivity of workers, whose psychological and physiological qualities meet the requirements of the occupation, is 20 or more percent higher.

In the conditions of modern production, conveyer and production line production is becoming increasingly more widely disseminated, which inevitably leads to an increase in the proportion of monotonous labor. In many sectors of industry, more than 20 percent of the workers are employed at conveyers. In machine building, during the machining of metal with cutting, up to 80 percent of all work operations performed by operators are characterized by comparatively simple and monotonous movements, which at times repeat themselves tens of thousands of times during a shift. Monotonous work exerts an unfavorable influence on the individual, but the degree of this influence is different. Extensive utilization of vocation selection, in particular for the determination of the level of the natural predisposition for monotonous work, promises not only significant material advantages, but also promotes the preservation of the health of the workers.

The draft of a Statute on the Coordination of the Work in Regard to Vocational Orientation in the country is presently being prepared in the USSR State Committee for Labor and Social Problems, with the participation of the USSR Ministry of Education with the involvement of a large group of scientists and specialists. Such a document is being created for the first time. Its basic goal: To divide the most important functions of the administration of vocational orientation among the appropriate organs and organizations, having placed upon them also a certain measure of responsibility for its results. In so doing, it is necessary to secure the unity and coordination of the operations of all social institutions taking part in the vocational orientation of young people.

In this connection, it seems expedient--along with the territorial organs of administration of vocational orientation activity in the form of coordination councils and centers--to have sector councils of vocational orientation attached to all the ministries and departments, which must actually become organs of guidance within the scales of the sectors. Subdivisions, responsible for vocational orientation work, should also be determined in every economic organ. As far as the union ministries and departments are concerned, every one of them must evidently form a center for work with personnel and the vocational orientation of young people.

The effectiveness of the work of the centers, studies, laboratories and other subdivisions has been proved by practice. If we undertake their organization everywhere and seriously, it is only thanks to this that we can appreciably increase the efficiency of production and raise labor productivity. Of course, every sector has its special characteristics and a certain choice of this or that form of organization of vocational orientation work, but the introduction of the most progressive ones of them is a general task. For the time being, the assessment of such work is basically carried out according to quantitative indicators, but it is necessary to assess its final socio-economic results.

We should talk especially about the execution of vocational orientation work in the enterprises and organizations of the agro-industrial complex. In order

to improve this work, the USSR State Committee for Labor and Social Problems has developed a draft of a Statute on the Rural Rayon Center for the Vocational Orientation of Young People. The creation of such centers will be conducive to fundamental improvement of the arrangement of the work in regard to the propagation, among students and their parents, of the occupations of agro-industrial production and the increase of the prestige of the rural vocational-technical schools.

An important economic and social problem for a number of union republics, especially of Central Asia, is the training of workers from among persons of the indigenous nationality. For this, it is necessary to bring about a significant improvement in the work regarding the social orientation of young people, to create for it all the conditions for the mastery of the working occupations and the improvement of skills.

The solution of these questions requires constant attention and the active organizational work of the ministries and departments, the organs for labor and vocational-technical education, and the assistance of the trade unions and the Komsomol.

In accordance with the Basic Directions of the Reform of the school, the organs for labor have been charged with the task of realizing the coordination of the vocational orientation work in the country and of creating a network of territorial centers of vocational orientation. These are in principle new and specific functions, which until recently have not been carried out by a single state organ.

In our view, there is no need to build the entire system of vocational orientation anew. We must put in good order the functions and responsibility of the social institutions which are already implementing it and fill in the missing links, organize the broad study and dissemination of progressive experience of work in regard to vocational orientation, secure the coordination of specialized research in this sphere, etc. The interested ministries and departments, as well as all union republics, have been sent drafts of basic normative documents for agreement, which regulate the conduct of vocational orientation of young people.

The creation of an effective service of vocational orientation will be conducive to the successful solution of the economic and social tasks confronting the country.

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Survey of Speeches

Moscow SHKOLA I PROIZVODSTVO in Russian No 3, Mar 85, pp 10-12

[Text] The USSR Ministry of Trade, the deputy minister, F. I. Isayev, said in his speech, in fulfillment of the party-government documents on the reform of the general education and vocational-technical school, has published appropriate orders, in which a complex of measures was set forth for the improvement of the orientation of students toward trade occupations and the organization of their labor and vocational instruction in enterprises of trade and public catering.

Upon the proposal of the USSR Ministry of Trade, 7 occupations for trade and public catering (salesman of food and non-food goods, cook, baker, and others) were included in the Provisional List Occupations. Moreover, for one of them (for example, manufacturer of semifinished goods), the training of the students is completed in the school with the passing of a qualifying examination and the awarding of a grade, but for others (salesman, cook, confectioner) the continuation of instruction in secondary vocational-technical schools or in production is necessary. In proportion to the accumulation of experience, proposals will be made concerning the expansion of the list.

In September 1984, the USSR Ministry of Trade informed the organizations under its jurisdiction about the Statute on the Base Enterprise of the General Education School, approved by the USSR Council of Ministers, and set forth the procedure for attaching trade organizations and enterprises to schools in the capacity of base enterprises.

The enterprises and organizations of trade and public catering have accumulated a certain experience of participation in vocational orientation and labor training of students. Thus, with their active assistance, 150,000 senior students were instructed during the current school year in school-production combines in specializations of trade and public catering. To this end, 1,847 school studies were equipped for a sum of more than 3 million rubles by the base enterprises and organizations, and approximately 2,000 experienced foremen of production instruction were picked out.

Of 262,600 students who went through training in trade professions during this five-year-plan in interschool school-production combines, 51,700 came to work in trade and public catering, including 9,500 (18 percent) who entered trade schools and teknikums. We believe that the school-production combine is a good form of organization for the beginning vocational training of students, and we are envisaging measures to increase the efficiency of their work.

The USSR deputy minister of the chemical industry, K. K. Cherednichenko, reported in his speech about measures being realized by the Ministry of the Chemical Industry and the Central Committee of the Labor Union of the workers of the chemical and petrochemical industry in regard to securing the active participation of the enterprises of the industry in the fundamental improvement of the labor training and vocational orientation of students, their involvement in socially useful and productive labor, and the strengthening of the cooperation of school and production.

Chemical enterprises have already been attached in the capacity of base enterprises to 465 secondary schools for the labor instruction of students, 16 school shops have been created, as well as 47 sections and 1,425 work places. In sponsored schools, 64 school workshops have been equipped, they have been given 508 machine-tools and other equipment, they have been extended assistance in the creation of 400 school studios of vocational orientation and more than 300 consultation centers for competition selection in enterprises have been created, and approximately 3,000 specialists and masters have been allotted for the labor training of students.

Methodological recommendations for the improvement of the orientation of students toward professions in the chemical industry have been developed by the ministry and sent to the enterprises and organizations of the industry, concrete tasks of the appropriate subdivisions of the ministry, the all-union industrial associations and enterprises, and the procedure and sources of financing vocational orientation work have been set forth. In the majority of factories, councils (commissions) have been created for work with the young people, whose members include representatives of the sponsored schools and vocational-technical schools, and more than 3,000 experienced specialists have been involved in participation in vocational orientation.

At the present time, in accordance with the decrees of the collegium of the Ministry of the Chemical Industry and the presidium of the Central Committee of the industrial trade union, the requirement and the possibilities for the creation of additional work places for students in chemical enterprises and sponsored school-production combines, the allotment of the necessary equipment and skilled production instruction foremen personnel are determined by orders of the minister, measures for securing the protection of the life and health of the students in the labor process are being set forth, agreements are being concluded between enterprises and schools, etc.

In the future, too, the Ministry of the Chemical Industry will extend every sort of assistance to the successful realization of the school reform.

The chief of the Personnel Main Administration of the USSR Ministry of Agriculture, D. A. Yesipenko, emphasized in his speech that the reform sharply increases the role of the general education school in the supply of agriculture with skilled personnel of the mass occupations and the involvement of the students in the fulfillment of the Food Program of the country. The USSR Ministry of Agriculture has published appropriate orders and has set forth measures securing the active participation of the enterprises and farms in the realization of the school reform, and above all in the fundamental improvement of the labor and professional formation of young people. The creation of the necessary conditions for the effective implementation of vocational orientation, the labor and vocational training of students, and the further development and strengthening of the school-production brigades has been projected.

A base farm has been attached to every rural school, the specializations of labor instruction are being defined more precisely, for its conduct specialists and experienced workers directly engaged in production are being allotted, and agreements are being concluded in which the mutual obligations of school and production collectives are reflected. During this school year, instruction of the senior students in the occupations of machine operator, cattle breeder, and others has been introduced in practically all rural schools. In 52 percent of the rural schools there are studies for mechanization, in 11.3 percent--for automotive affairs. Instruction in tractor operation and in the fundamentals of agricultural technology encompassed 1,124,500 students (52.5 percent), the fundamentals of animal husbandry and the mechanization of animal husbandry farms--279,700 (13 percent), automotive affairs--246,200 (11.5 percent). More than 3.2 million students in the village are taking part in the work of 48,500 school production brigades, and during the summer period 15,000 camps for labor and rest are created in kolkhozes and sovkhozes.

At the local level, promising plans for strengthening the material-technical base of the rural schools have been developed and are being implemented. For example, the administration of the Altayskiy Kray Ispolkom is allotting equipment for 80 school studies for tractor and agricultural machinery [operation], 760 devices for the programmed control of knowledge, in the Chuvash ASSR it was decided to allocate 128 tractors and 75 combines and to equip 251 cultivation machines for school brigades, in the Tatar ASSR--88 tractors and 91 combines, etc.

Basically the necessary conditions have been created in the village today for the further improvement of the training of students for agricultural labor. On the average there are almost 40 specialists per farm, the necessary equipment is available, and the social appearance of the village is changing appreciably. It suffices to say that in the current five-year-plan 1.5 times more funds will be expended for its social and everyday needs than during the past five-year-plan.

However, not everywhere have people realized the full importance of practical assistance to the school in the training of students for labor on the soil and the attachment of young people to agriculture. The best experience of this work must be widely propagated. For example, in Kirov Oblast alone, an additional 1,100 work places for students were created during this year. Does one need to be surprised that here more than 60 percent of the graduates of the rural schools stay to work in the kolkhozes and sovkhozes, and in the industries serving the village?

For the successful orientation and training of students for labor in agricultural specialties, friendly joint work of all interested organizations is necessary. Concern for the school must become obligatory for every labor collective. Only in this way can we successfully solve the difficult questions of providing all rural schools with land and equipment, permanent field machines, arrange, where there they do not exist, workshops, vocational orientation studies, and include students in systematic productive labor.

The chief of the Educational Institutions Main Administration of the USSR Ministry of Railways, G. A. Minin, told in his speech about the fact that the USSR Ministry of Railways, the collectives of the railways, enterprises, schools and other educational and training institutions of transportation are taking measures for the unconditional realization of the program directives of the party in regard to the reform of the general education and vocational school. Instructions of the minister of railways concerning the realization of the decisions of the CPSU Central Committee and the USSR Council of Ministers have been sent to the local level.

The chiefs of the educational institutions departments of the railways took part in the All-Union Conference of Leading Workers in Education, devoted to the reform of the general education and vocational school, as well as in a similar conference on this problem in the Ministry of Railways. In all railways, teachers' conferences took place in August, with the participation of the executives of the local party and Soviet organs, trade union committees, and the sponsoring and base enterprises of transportation, at which concrete measures for securing the implementation of the school reform were reviewed.

comprehensive plans at the end of the current and for the 1st Five-Year-Plan have been developed in the Ministry of Railways and in the railways-plans which provide for the further increase of the level and quality of the work of the railway schools and the school-production combines, the transition to universal vocational education of the students, and the organization of their socially useful and productive labor. Preliminary calculations have been made for the design and improvement of the material-technical base both for the execution of the five-year-plans and for the fundamental improvement of the labor training and vocational orientation of the students. Enterprises of railway transportation have been attached to all secondary and 8-year general education schools (we have 1,104 of them) as base enterprises; 1,468 rail transport enterprises have been designated as bases; another 218 factories have been attached to schools of the system of the USSR Ministry of Education. Sixty percent of the total number of Ministry of Railroad enterprises which can fulfill the functions of base enterprises have been involved in sponsor work.

Recently also again, the minister of Railways has brought the Statute on the Base Enterprises of the General Education Schools, confirmed by the USSR Council of Ministers, to the members of the administrations of the Ministry of Railways, the railways, departments, airways, territorial associations of industrial railway transportation, enterprises, having obliged them to secure the active participation of the enterprises and organizations of transport, attached as base enterprises to schools, in the labor training and vocational orientation of students, in the organization of their socially useful and productive labor. The developmental plan of training, according to which the training of students in the general education schools is organized, was in good time forwarded to the directors of enterprises and organizations.

In recent years, quite a lot has been done by the enterprises and organizations of railway transportation for the improvement of the labor training of students. In the railways, 14 specialized school-production combines have been created, 820 school workshops existing on enterprises, and 129 school shops in the schools-of-the-railways, schools of local organs of public education, and 6,940 work places for students have been equipped. About 700 specialists, 1,700 foremen, and 1,100 instructors have been involved in the organization of labor instruction and training of students.

In 1955 alone, the enterprises of railway transportation turned over to the schools 3,000 units of various equipment for a total sum of about 900,000 rubles and developed 1,700 school workshops and 424 instructional-methodological studies of vocational education. Now 56.4 percent of the senior students are going through basic training in the posts of school shops, sections and inter-school production combines. 76 percent of the graduates of secondary school during the past year gained qualifying qualifications in various working occupations.

In the industry there are quite a few striking examples of effective joint work of schools and transportation enterprises with respect to the organization of universal vocational education of students. Thus the Uralnyak Combinat of Soviet Metal Products Council No. 100 so equipped four workshops, work rooms for technical drawing, studios for creative labor and vocational orientation, and vocational guidance of young workers, allocated premises, and equipped three

school shops for labor instruction of the senior students of this and three-other local schools.

On the basis of the school-production combine of the Northern Caucasus railway, the beginning vocational training is being realized in 20 specialties, including 12 railway specialties, of more than 3,000 students of schools of transportation and the local organs of public education. For this, a good material base was created and the enterprises allocated highly-skilled workers. For example, the lathe shop of the school-production combine of the Tikhoretskaya Station was equipped with 27 machine-tools, on which students annually manufacture 120,000 parts of 53 designations for the local plant for the production of trolleys. For the equipment of the school study of this combine specializing in the study of electronic computers alone, more than 300,000 rubles were spent. 66 school shops have already been created by railway enterprises.

The locomotive depot of the Sasulauk Station of the Pribaltiyskaya Railway has equipped a model shop for the training of assistant engine-drivers in the city interschool school-production combine--one of the best created by enterprises of railway transportation. The Smolensk Division of Signalling and Communication has done an excellent job of equipping, in an interdivisional school-production combine, a shop of signalling, centralization, block system, and communication with two complexes of all designations of equipment: one for assembling and dismantling operations and the other an operating one--for demonstration and the practical instruction of the students.

In the organization of socially useful and productive labor of students, the summer labor quarter is of great significance. In 1983 the Presidium of the Central Committee of the trade union of the railway transportation and transport construction workers reviewed and approved the experience of the work of the railway schools in regard to the creation of labor associations of students. During the summer of 1984 we had 400 camps of labor and rest operating, 480 school production brigades, 1,240 brigades for the repair and improvement of school premises, and 60 forest ranger stations. About 100,000 students took part in productive labor, having carried out various work operations for the sum of 3 million rubles.

For the present, the first steps in regard to the realization of the noble ideas of school reform have been taken. A great deal will have to be done in order to bring about a fundamental improvement in the labor training of the students of railway schools and to secure the acquisition of working occupations by them, and, above all, those used in transportation.

The reform of the school, said--speaking at the conference--the chief of the Administration for Labor Organization, Wages and Working Personnel of the Ministry of the Aviation Industry, I. F. Baydyuk, must lead to the development and strengthening of its many-sided links with production. This is the most important condition for the fundamental improvement of vocational orientation and the labor training of students, for the combination of instruction with productive labor. As a result of such cooperation, production obtains a real possibility of influencing the formation of the necessary qualities of the future workers. It is also impossible to forget about the economic effect from the manufacture of useful production by the students.

Long-term measures to assist the realization of the school reform have been developed and are being implemented by the USSR Ministry of the Aviation Industry, its associations, enterprises and organizations. The basic efforts in so doing are directed toward the strengthening of the material base of the training and vocational instruction of the students and toward the development, jointly with the Ministry of Education, the USSR Academy of Pedagogical Sciences, and the USSR State Committee for Vocational and Technical Education, of curricula and programs for the occupations in which our industry is interested. In 1964, the first annual industrial scientific-practical conference on problems related to the reform of the school will be held, and the work of a permanently operating instructional-methodological seminar for workers of the base enterprises will begin, on which the responsibility for the labor instruction and organization of the productive labor of the students has been placed.

Extremely important is the task of the formation, in the students, of an interest in technology in general and in aviation in particular. The Ministry of Aviation has taken the decision to create an industry center for the vocational orientation and scientific-technical creativity of young people, which is being charged with the coordination of the appropriate activity in the enterprises of the industry, as well as analogous group centers. A head organization has been determined for the development of experimental models of games and game equipment for the development of technical thinking in children of various ages. The experimental design organization attached to the Centralized Aviation Technikum, together with the Scientific Research Institute for Vocational and Technical Education is proceeding with the development and manufacture of the means of vocational diagnostics. Plans also call for the publication of a collection of vocational grammar-books for individual groups of aviation professions.

It goes without saying, this is only the beginning of the work of the Ministry of the Aviation Industry in regard to the implementation of the reform of the school. It can be said with confidence that its scope and effectiveness will grow with every year.

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USE OF COMPUTERS IN CLASSROOMS INCREASES

Universal Computer Training Decreed

Moscow UCHITEL'SKAYA GAZETA in Russian 15 Jan 85 p 1

[Initial article in new column "Electronic Computer Fundamentals to All, All, All!": "A Second Literacy"; passages enclosed in slantlines printed in bold-face]

[Text] Just a short while ago robots were mysterious, and sinister figures in science fiction novels at that, but automatic manipulators and the electronic brain of a machine are hardly the attributes of people from another planet's technology. Now such things are commonplace for us. Computers of various capacities and purposes have entered into almost all areas of the economy, into many fields of scientific research, and into the services area. Microprocessor technology is conquering an ever broader beachhead.

Here are some figures. Since the beginning of the 11th five-year plan (according to 1984 data), over 19,500 automatic manipulators have been produced--more than was planned. During that same time, the production of microprocessors grew fivefold and that of mikroEVM's [electronic microcomputers] doubled. "Enrolled" at enterprises and honorably doing their job are 1,200 automated technological process control systems. In 1983 alone, this permitted saving the labor of over 600,000 workers. That's the sort of scales and tempos there are!

But even this does not meet demands for intensifying the national economy. A few days ago, the CPSU Central Committee Politburo discussed, and approved in principle, a statewide program for the creation and development of production and effective use of computer technology and automated systems up to the year 2000. A CPSU Central Committee and USSR Council of Ministers resolution on this matter was adopted. Field of endeavor and regional programs will be developed, stemming from the statewide program. A number of actions are called for in the training and advanced training of personnel. The training will take place at all levels, beginning with youngsters, who will obtain programming skills and work with computers while in the schools and PTU's [vocational and technical schools].

This is in keeping with concepts of the Basic Directions for School Reform. In a speech at the April (1984) CPSU Central Committee Plenum, comrade Konstantin Ustinovich Chernenko, speaking of the entailed development of the public education system, emphasized: "Precisely here are created the human preconditions for that which is our paramount concern--organic union of the socialist management system with the latest achievements of the scientific and technical revolution."

The Reform calls for study of electronic computer technology fundamentals in the schools' upper classes and in vocational and technical schools. Computer-use skills will have to be imparted to the youngsters, and they will have to be armed with knowledge of the broad application of this technology in the national economy.

Familiarity with the computer and the ability to converse with it will become a second literacy, which every young person must master. A new course, "Fundamentals of Information Science and Electronic Computer Technology," will be studied in the schools (Below you will read a report on the USSR Ministry of Education's plan of initial arrangements for its introduction).

It must be assumed that not only those teachers who will have to teach this subject, but also the broad masses of teachers, are interested in the essence of information science and the EVM [electronic computer]. In order to help them cope with the significance and prospects of this technology, and with the applicable concepts and terminology, UCHITEL'SKAYA GAZETA [Teachers' Newspaper] is opening a new column: "Osnovy EVM--Vsem, Vsem, Vsem!" [A catchy, rhyming slogan, perhaps best rendered "Computers Teach to Each, Each, Each!", but literally, "Electronic Computer Fundamentals to All, All, All!"]

/ An editorial council of prominent scientists--specialists in the field--has been formed. On its staff are Andrey Petrovich Yershov, USSR Academy of Sciences academician; Vladimir Veniaminovich Shchennikov--deputy chairman of the scientific council on the complex problem of "cybernetics" attached to the USSR Academy of Sciences Presidium (director of the "UG" [UCHITEL'SKAYA GAZETA] editorial council); Vadim Makariyevich Monakhov--corresponding member of the USSR Academy of Pedagogical Sciences, director of the Scientific Research Institute on Content and Teaching Methods; Fedor Borisovich Gorodisskiy--deputy head of the department of mathematical methods for economics analysis at MGU [Moscow State University]; and Aleksandr Andreyevich Kuznetsov--head of the laboratory of microprocessor technology of the SIMO [Content and Teaching Methods] Scientific Research Institute of the USSR Academy of Pedagogical Sciences. /

Under the heading, "Electronic Computer Fundamentals to All, All, All!", teachers will read popular science articles, become familiar with the technical vocabulary of information science and find out about the computer-study experiment in the schools and vocational and technical schools and that experience which already is beginning to be accumulated. We shall tell also about how the training of future EVM programmers, operators and technicians is already being conducted in schools and vocational and technical schools, and so forth.

We hope that readers of the newspaper will take an active part in exchanging experience, plans and ideas. And if questions arise for you, dear comrades, write to the editorial office--We'll try to answer through the newspaper, with the help of the scientists and specialists.

/ At its regular meeting, the Collegium of the USSR Ministry of Education approved a plan of initial arrangements for introducing the course, "Fundamentals of Information Science and Electronic Computer Technology," into the general education school. /

Programs in this subject will be created in two versions: Without machine, and with use of the EVM; training aids for students and methods recommendations for teachers will be prepared.

In 1985, using the facilities of pedagogical institutes and universities, it is intended to conduct spring and summer courses for the mathematics and physics teachers who will be teaching the fundamentals of information science and electronic computer technology in the schools.

Using facilities of the All-Union Polytechnical Correspondence Institute and the All-Union Machine Building Correspondence Institute, a five-day seminar is to be organized for the methodologists of teachers' advanced training institutes in the spring of the current year relative to introducing the new subject in the schools. Using Moscow State University facilities, a two-week seminar is to be held for the directors of teachers' courses.

A number of arrangements is specified also for short-term training of current-year graduates of pedagogical institutes and universities to teach this subject in the schools during the 1985-1986 school year.

The fundamentals of electronic computer technology and the methods of its use in the teaching and educational process of schools will begin to be studied in IPK's [institutes for increasing qualifications] and FPK's [departments for increasing qualifications] for the instructors of pedagogical higher educational institutions and the organizers of public education.

It is intended to publish a number of articles about EVM study at school in scientific methods journals.

The new subject will be introduced in schools teaching in the Russian language in the 1985-1986 school year, and in schools teaching in a non-Russian language not later than 1986-1987.

Universal Computer Training Groundwork

Moscow UCHITEL'SKAYA GAZETA in Russian 22 Jan 85 p 3

[Report from the RSFSR Ministry of Education: "How Goes the Experiment?"]

[Text] At the RSFSR Ministry of Education.

A joint meeting of the RSFSR Ministry of Education Collegium and the USSR APN [Academy of Pedagogical Sciences] Presidium has been held. The matter, "Concerning the progress of experimental work on studying the fundamentals of electronic computer technology and its use in the educational process at a number of Russian Federation pedagogical education institutions, schools and UPK's [training and production combines]," was discussed.

S. G. Shcherbakov, USSR Minister of Education; M. I. Kondakov, president of the USSR APN; V. K. Samodelkin, a responsible official of the CPSU Central Committee; E. B. Gusev, deputy head of the Department of Higher and Secondary Specialized Educational Institutions and Schools of the RSFSR Council of Ministers; instructors of pedagogical institutes; directors and teachers of the experimental schools, and training and production combine workers took part in the meeting.

O. A. Bokanov, deputy director of the RSFSR Minpros [Ministry of Education] NII [Scientific Research Institute] for Schools, and V. M. Zavarykin, chief of the Main Administration for Higher and Secondary Pedagogical Education Institutions of the ministry, presented reports on the progress of the experiment.

The Scientific Research Institute for Schools and Russian Federation pedvuz's [pedagogical higher educational institutions] are conducting scientific research and experimental work on the study and use in schools of electronic computer technology. The goal of this work is to impart skills in using computers to those participating and arm them with knowledge about the broad application of this technology in the national economy.

Every year, about 10,000 graduates of pedagogical institute physics and mathematics departments, who have received EVM [electronic computer] training in their departmental studies, are sent into the schools. Practical work is also done on arming future teachers with knowledge of programming and the EVM in certain other departments as well.

Study rooms, equipped with microcalculators, have been created in all pedagogical higher educational institution physics and mathematics departments, and in 76 pedagogical higher educational institutions there are common-use institute computer technology laboratories.

In 34 schools with advanced mathematics study, where programming fundamentals have already been taught for a number of years, substantial experience has been accumulated. In 16 training and production combines, specialties connected

with electronic computer technology are mastered. In several schools (the 57th in Moscow, the 156th in Leningrad, the 66th in Omsk, the 45th in Sverdlovsk and the 33rd in Yaroslavl), an experiment has also been in progress on study of this subject on a departmental basis since 1984.

The accumulating experience of schools and training and production combines permits pedagogically valid determination of the content of the programming fundamentals course in general education schools, which is to be introduced in accordance with the Basic Directions for Reform. The experiment also suggests the kind of technology that may be used.

The Scientific Research Institute for Schools also is investigating the use of programmable microcalculators in teaching mathematics, physics and chemistry. At the same time, the participants are obtaining elementary skills in using this technology.

To date, over 33,000 microcalculators have been sent to RSFSR schools. Another 34,000 are to be sent in the current year.

The experiment will be summed up and discussed by the collegia in May of the present year. And in the 1985-1986 school year, the study of programming and electronic computer technology fundamentals will be expanded in Russian Federation general education schools.

One Institution's Computer Program

Leningrad LENINGRADSKAYA PRAVDA in Russian 16 Jan 85 p 2

[Article by A. Belikov in the column "The Higher Educational Institution and Technical Progress": "The Zone of Special Attention"]

[Text] The silence in the lecture room is broken only now and then by the sudden chattering of an EVM [electronic computer] printer unit. The students' total attention is riveted to the light blue screens on which lines of letters and numbers flash up and disappear. A control quiz is in progress in the display unit classroom of the Leningrad Aviation Instrument Building Institute. And don't be surprised that the usual talk of instructor with students is not heard. Knowledge is checked by EVM here.

Nowadays not a single branch of the national economy can get by without its help. But, in order for the simplest calculator or a complex processing center to become an irreplaceable assistant, it is necessary to know this technology to perfection. Perhaps this applies primarily to engineers of the 21st century--today's students--for the skills of conversing with an EVM are a "second literacy" for them.

This is especially important in connection with working out the statewide program approved by the CPSU Central Committee Politburo for the creation and development of production and effective use of computer technology and automated systems in the period up to the year 2000. Future young specialists must handle an EVM as easily as today's engineers handle a slide rule, and use a "data bank" in the same way as the ("Khyutte") handbook has been used in the past. What kinds of corrective changes must be introduced into the educational process in order to climb these new steps of knowledge?

If someone on the LIAP [Leningrad Aviation Instrument Building Institute] faculty had dared to predict the situation spoken of at the outset no more than three years ago, I'm afraid his words would have been regarded with skepticism; and that despite the fact that there was quite a bit of modern electronic computer technology in the departments. However, the departments used it mainly for solving engineering and research problems. Among those who were working with the EVM were engineers, docents and even professors, but it would have been possible to count the students on your fingers. Moreover, the impression of a heavy workload for the computer technology was created, and a constant struggle even went on between "interested parties" for machine time.... The students were the losers: The faculty firmly occupied the last place in the institute for using the EVM in the educational process.

It can't be said that the disadvantages of such a one-sided orientation in the use of computer technology were not seen in the faculty. But what to propose instead? Turn the expensive machines over to the students at the cost of scientific research work?

After a careful analysis of demand for machine time, and after an objective evaluation of giving up the available EVM's, faculty associates Candidate of Technical Sciences V. M. Nikitin and Engineer Ye. G. Bogorodskiy convincingly argued--It is necessary to consolidate all the electronic computer equipment of the various departments in a single complex. The idea found its most active support on the part of the partkom [party committee] and the institute's rectorial office, and found itself in their zone of special attention.

To create a new subunit [podrazdeleniye] is not really so complicated. But let's bear in mind that it was special and, one may say, experimental. And in such cases, success depends to a large extent upon people's enthusiasm. In compressed time periods, the laboratory's associates, themselves, equipped the space and installed and prepared the technology for operation. In just a year, they succeeded in putting the display unit class into operation. It is precisely here, by means of six terminals--devices for the conversing of person and machine--that the first practical acquaintance of future radio engineers with the EVM takes place. Students learn to print programs on perforated cards, edit them and transmit them into the EVM--In brief, to perform all the operations connected with work in electronic computer technology.

It is noteworthy that the studies took on the character of a dialogue from the very beginning. The machine not only helps the instructor check the students' knowledge, but also systematizes the errors made and analyzes how fully one or another course section has been mastered. And when Engineer T. K. Ovsyaninkova developed a standard data and solutions bank and put together a special data-base management system, dialogue with the EVM became even more productive. Let's say that the instructor succeeded in giving a student an average of 5 questions on a lesson in the usual oral quiz, and now their number has grown to 20. This means that the objectivity of knowledge evaluation has increased, and analysis of learned material has become more profound.

The innovation, it seemed, was taken to heart by everyone. The difficulties of program support were successfully overcome rather rapidly, and students wishing to do so went to class on the EVM.... However, it soon became clear that the promising beginning might turn out to be without... a future. The point is that there came forward as the innovation's opponents... certain instructors. Moreover, among those who placed the necessity for introducing the EVM into the educational process in doubt, there were few who had an accurate concept of electronic computer technology.

The way out of the situation which developed was not new, but rather effective: Mandatory courses were organized for the teaching and auxiliary teaching staff. Practically all faculty workers already have completed their program, which includes theory lessons and practical work on the machine. Simultaneously with the training, instructors put together and adjusted model programs for course and graduation requirement planning, and for laboratory operations. In result, it was possible not only to increase the collection of programs, but also to broaden the field of EVM use in the most diverse of academic courses. And, in a number of departments, new courses also appeared; for example, "Application of Microprocessors and Microcomputers in the Design and Technology of Radio-Electronic Devices," "Automation Designing," "ASU [Automated Control System] Properties" and so on.

These qualitative advances in the educational process soon will become even more noticeable. The point is that one of the first computer networks for collective use in Leningrad higher educational institutions now is being introduced at the Leningrad Aviation Instrument Building Institute. What will it mean?

It may be compared with power supply networks: Several electric power stations, if they are consolidated into a single system, begin to operate stably at an optimal rate, regardless of electric power consumers' requirements. Something similar takes place in a computer network as well, with just the difference that talk no longer is about providing power, but about the greater potential for using the EVM's connected to the network. Selection of the requisite machine takes place automatically, depending upon the task and the workload of remaining parts of the system.

We have become accustomed to evaluating the advantage of one or another innovation by the economic impact of its introduction. It is not simple to do this in the given case. How does one fix the value in rubles of the knowledge of graduates? But, on the other hand, the expenditures in creating the computer base are entirely obvious. Suffice it to say that just one of the EVM's going into the system being tested today costs more than 100,000 rubles. An operating area is needed for its emplacement, and to service it--a staff of 10 persons.

So, is introducing the EVM into the educational process unprofitable for a higher educational institution?

It all depends upon arrangement of the matter. Judge for yourselves. The capacity of a machine comprises about 3,000 hours a year, and the requirement of an individual department for machine time is 200-300 hours (both the educational process and scientific research work enter into this). In other words, even if a department planned to acquire its own EVM and allot a staff to it, the thing wouldn't be worth doing anyway--the machine would stand idle the greater part of the time. It is here that the advantages of the system of collective use are apparent. The "big" EVM and the collection of "little" machines in the departments going into the system will satisfy fully the requirements of both the students and science.

Thus, today's students of the radio engineering department, and the whole Leningrad Aviation Instrument Building Institute as well, are becoming the witnesses and participants of an important process: Within the institute's walls a center is being born for training future specialists in the area of computer technology use. As its creators think, such centers surely will find a registered place of residence in other higher educational institutions of the city as well in the very near future. Upon what is this certainty based? First of all, upon the effectiveness of the new method of training. In direct conversation with an EVM, a student becomes not only a skillful "user" of information systems, but also a creator, a "setter" of tasks. And this, perhaps, is the most valuable trait for an engineer of the 21st century.

Universal Computer Training Analyzed

Moscow PRAVDA in Russian 6 Feb 85 p 3

[Article from Novosibirsk by Academician A. Yershov in the column "The School on Reform Paths": "The Electronic Computer in the Classroom"]

[Text] At a meeting of the CPSU Central Committee Politburo in January of this year, a statewide program was examined for the creation and development of production and effective use of computer technology and automated systems. There is talk of re-equipping the USSR national economy on a computer technology and microelectronics basis in the interests of sharply increasing labor productivity in material production and substantially improving management at all levels of leadership and decision making.

Success is possible on this path; but only in the event that an understanding of the role of computer technology in developing the society, an ability to apply it in his or her affairs and a knowledge of the fundamentals of information science--the science of solving problems by means of an EVM [electronic computer]--become a kind of second literacy for every educated person.

That is why some of the main school-reform proposals become the task of introducing information science and electronic computer technology into the teaching and educational process of schools and ensuring the universal computer literacy of the participating young people. Reaching this goal requires the development in schools and other educational institutions of a network of computer technology study spaces, the introduction of a new general education subject, "Fundamentals of Information Science and Computer Technology," the creation of corresponding pedagogical specialties and qualifications, the gradual advance of the computer into lessons on other subjects and the training and advanced training of the entire, enormous army of teachers and administrators of the education system.

The immense volume of the forthcoming work has called attention to itself from the very beginning. Achieving just the first level of computer literacy, when the EVM will appear on a student's desk no earlier than the 9th grade of the 11-year school and when application of the EVM in other classes will be limited to solution of individual problems from mathematics, physics and chemistry, already requires the development of no fewer than 50,000 study spaces and the training of a corresponding number of teachers. More than a million personal EVM's computers must be directed into the education field, and this quantity must grow substantially in the more distant future.

It is thought, however, that the greatest difficulty here will be presented not by the long-term allocation of resources, even if very great, over a period of 3-4 five-year plans, but how to begin, what to do today, tomorrow and in the course of the next five-year plan. It is very important to gain an understanding of what has been objectively decided beforehand and does not permit us to act otherwise, what must be verified in the course of the experiment and the accumulation of experience and what may properly be deferred until better times.

It must be stressed that we are not starting in a vacuum. There exists a more than 20-year experiment in teaching school children EVM and programming fundamentals in the form of electives, work classes and vocational training. Definite, extremely positive experience has been accumulated in teaching information science to youngsters of the 5th-8th grades. Certain forms of extracurricular work have been devised. The All-Union Summer School for Young Programmers in the USSR Academy of Sciences Siberian Branch will mark its 10th anniversary this year. Here was carried out over those years a research program which laid the scientific methods foundations for setting up a course on information science and computer technology in the public school. Finally, we can take worldwide experience in pedagogical science and practice into account, as well as results of the investigations and experiments of our colleagues from socialist countries. At the same time, it must be recognized that the scope of the forthcoming work will bring out for the first time, or pose anew, many problems.

The coming problems worry the school children, themselves, least of all. Accumulated experience shows that school children master EVM operation principles easily, naturally and with great interest by following elementary methods instructions. The minimum fundamentals of the knowledge are attainable by all. Later on, each will find tasks within capabilities for himself or herself. The strong student will advance, the weaker catch up. Work and interest in studies grow noticeably. Of course there are, and will remain, problems of apportioning workload, screen imagery, overcoming "computer fanaticism", excessive fondness of games and so forth. All of these problems must be the objects of attentive observation and not get out of control. But this is neither the main difficulty nor a decisive obstacle on the EVM's way into the school.

There are many opinions of how to introduce the EVM into the school and how to teach youngsters information science fundamentals. One is becoming ever clearer: It is necessary to start today, and start abruptly. It is necessary to create a condition of impatient expectation of the school computer and prepare in advance for its arrival.

A transition period, when in a single sector both the new robot and the worker with the old skills are employed, is inevitable on the way to full automation of production. The expenses of this period already are well known. In this situation, the school information science course acquires an important world-outlook significance, and cultivates in the young person a sense of participation in the scientific and technical revolution, an understanding of its nature, and a steadfast feeling of the ability to master the skills and know-how required in modern national production. Therefore, the USSR Ministry of Education's decision on universal study, from the 1985-86 school year, of the new subject, "Fundamentals of Information Science and Computer Technology," acquires capital significance.

Introducing the new subject in the educational plan is an occurrence that, although not a frequent one, nonetheless has taken place in our school during the last decade. Therefore, it cannot be doubted that the agencies of national education will do all that is necessary for installing this course in the school. There is, however, a substantial difficulty: It resides in the fact that the overwhelming majority of mathematics and physics teachers, who are being assigned to conduct this course, will have to master it practically simultaneously with the students. Another proper question: Is it advisable to conduct the new course in places where there is no "lively" computer technology? I should like to express a number of views on these urgent matters.

An understanding of the absolute necessity for the most rapid development of universal computer education must become the teacher's very first assistant. Behind this course stand not made-up theoretical schemes and preoccupation with modernity, but life itself, in all of its real complexity. Now, on the eve of the 40th anniversary of our great Victory, it is fitting to recall the difficult years of achieving the "first" universal literacy, when swift and unswerving movement toward this goal was a matter of strengthening the foundations of our society.

The next concept that must become clear to the teacher, and to parents, is that such elements of information science as constitute the foundation of general knowledge will be set forth: The algorithm concept and development of operational thinking, the ability to organize actions for the sake of reaching set goals and express the plan of these actions in elementary algorithmic language. This knowledge is an expression of a person's overall ability. The computer, as a means of automatic performance of algorithms, simply reveals and displays this ability, just as a printed book, in its time, revealed a person's ability in general literacy. Possession of such algorithmic reading and writing ability is within the powers of every person, regardless of age, and removes all cover of mystery and insurmountable difficulty from the EVM. A temporary lack of computers in this plan--every dark cloud has a silver lining --will not hurt either the teacher or the school child in thoughtfully and fully mastering the theoretical and cognitive part of the information science and computer technology course and in performing practical calculations work on formulated programs by means of a microcalculator.

Finally, none of the older persons who will associate with children in the information science and computer technology classes need even attempt to reveal that he or she is mastering this new matter simultaneously with them. The teacher, as before, will remain the senior comrade, with a store of experience and authority. At the same time, an atmosphere of the same attitude toward the subject, as all experience of the organized information science classes in the school convincingly shows, strengthens creative conditions in the classroom and confidence in the teacher, and permits avoidance of pompous parroting or silent sabotage in this important business.

At the same time, it is exceptionally important to give truly nationwide support to the whole field of education in the matter of school computerization as well as in the other improvements of school reform.

Universal computer education will not encompass just 9th through 11th grade school children. It must be developed through literally all channels of public information, in the form of popular and educational films, television lessons, lessons in algorithmic reading and writing on the pages of large-circulation popular science magazines, in computer clubs, evening universities and so on.

Let large enterprises and associations compete with one another in equipping the schools they patronize with computer study rooms, in keeping the latter in good condition, and in sending their best specialists there to help the teachers. We already have in the country over a half-million scientific workers and engineers working in the field of computer technology application. The greater part of them are parents, and let each of them also give some thought to how he or she can help his or her daughter or son and, through them, the school.

The country's universities and pedagogical higher educational institutions, together with the Komsomol [Communist Youth League], are doing the right thing, having announced a summons into the schools, for work in computer technology

study rooms, of the best graduates in information science and programming. I should like to stress that work in such a study room is not only necessary, gratifying and rich in returns, it affords enormous opportunities for all kinds of research with the EVM. The instructor will always have at hand an inexhaustible supply of capable associates, full of enthusiasm and inventiveness. It is not out of place to remind you, either, that no more than just one "Agat"-type [Agate-type] personal EVM--the first Soviet school computer--has computing capability exceeding the potentials of, say, all institutes of the USSR Academy of Sciences Siberian Branch at the start of the 1960's.

Very serious problems confront the computer resources production industry. To all intents and purposes, it looks as if the educational field will become the foremost customer, whose requirements will demand the organization of computer technology mass production, with extremely rigid cost and reliability requirements in addition. The school computer will require, as well, speedy solution of such problems as the organization of repair-free computer resources operation with immediate replacement of bad parts or blocks [modules]. Working out these technological and production innovations will enrich the producing industries with experience necessary for directing large quantities of computer resources into other sectors of the national economy.

The task of introducing the EVM into the school, and the approaches to its completion which are taking shape, have no historical precedents and must be accomplished with full regard for our public system, its realities and cultural and social traditions.

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CSO: 1828/104

EDUCATION

MORE ON INCREASE OF COMPUTER USE IN SCHOOLS

Computers Viewed as Teaching Aid

Moscow PRAVDA in Russian 19 Mar 85 p 3

[Article by O. Kinkladze, minister of education, Georgian SSR, Tbilisi:
"Computers Aid the Teacher: The School on the Way to Reform"]

[Text] The article by Academician A. Yershov raised some very important issues involving schools (PRAVDA, 6 February). It's true that the computer will become a working tool for specialists in all different areas in the near future. Schools lay the foundation for the future, so it is up to the schools, along with their friends and supporters, to organize universal computer education. In connection with this, I would like to share some of the experience that has been gained in our republic's schools in equipping pupils with the knowledge and skills to use computer equipment, and preparing for extensive utilization of computers in the educational process.

The Computer Center of the republic's Ministry of Education has been involved in this type of work for a number of years. This work is focused in two directions. The goal of the first direction is to set up a program of study for students in the upper classes to learn the fundamentals of computer technology and programming. The aim of the second direction is to include computers in the arsenal of teaching aids. Work is being done to develop automated instruction in general education disciplines and introduce this method into the educational process.

Our computer center recently tested a new instructional program for a physics course, which also checks the student's answers, in our display terminal classroom. What did this computer lesson look like?

The topic and a number of problems and questions appear on the display screen. The computer checks the students' answers against the textbook formulas that it has been given, but it allows variations, which is, naturally, important to both students and teachers. The program is based on a branched model. This makes it possible to make allowances for the students' individual characteristics, the level of their knowledge, and their quickness. The course is meant to be a review of material and begins with questions aimed at the

average student. The computer makes adjustments, however, depending on the user's answers: its memory contains several types of dialogues that can be carried on with the user. The electronic teacher's aid not only asks questions and evaluates the answers, it also provides prompts to point the user's thought process in the right direction and it allows extra time for the user to think through an answer. Peeking at the answer without trying to solve the problem is not allowed; the computer indicates that the user is not following the rules of the game. This teaches the children to work independently.

We do not plan to automate the entire educational process. Our goal is rather to organize the educational process in a more rational way and to tailor it to meet individual needs. The computer can devote the necessary time to every student, without neglecting any other student. If the student did not understand something, he can ask the question several more times without feeling embarrassed, which is another of the important advantages of this method.

This physics lesson is for eighth-graders. Similar courses in Russian and foreign languages have been tested and are being used in the fourth grade, and there is a sixth-grade mathematics course. Of course, it is still premature to discuss all the results of these innovations. However, the way has already been paved for widespread incorporation of computers into the educational process. There is every reason to believe that the work that has been started will continue to expand and broaden, and that the practical conditions necessary for universal computer literacy among young people will be created on the basis of the experience that has been gained. The problem is not an easy one, though, and it will take considerable time and serious efforts to develop courses of this nature for various general education subjects and to introduce them into the educational process. What can be done to speed up this important work?

When preparations were being made for gradual realization of the basic direction of reform in general education and vocational schools here in our republic, the decision was made to coordinate the efforts of and opportunities found in Tbilisi's sectorial computer centers, which are under the jurisdiction of various administrative units, and to use them as sponsoring organizations. After the necessary preparatory work was done, the republic's Ministry of Education sent its recommendations to the Georgian SSR Council of Ministers, which then issued a decree concerning the participation of sponsoring organizations in providing instruction to school pupils in the use of computer equipment and programming.

The decree contains instructions for ministries and departments that have computer centers under their jurisdiction. Our ministry's Central Institute for Improving Teachers' Skills was assigned the task of retraining teaching personnel at our computer center; the computer center was assigned the task of providing the methodological software programs for universal computer education.

Thus, we found a practical approach to equipping schoolchildren with the knowledge and skills to operate computer equipment without any additional outlays of funds. This school year over 1000 students from 25 general

education schools in Tbilisi started studying at 20 computer centers under the jurisdiction of various departments. The first meeting of the directors of computer centers and general education schools demonstrated great mutual interest and readiness for partnership. The managers of the computer centers were quick to point out the "personal gain" that will result from training personnel to staff their collectives, which are experiencing a shortage of young specialists.

We are working energetically to expand the experience that has been gained so far. A scientific and methodological council was set up under the Ministry of Education to coordinate this work.

Computers' Effect on Education

Baku BAKINSKIY RABOCHIY in Russian 3 Apr 85 p 3

[Article by Professor R. Aliyev, rector of the Sumgait Higher Technical Educational Institution, affiliate of the Azerbaijan Petroleum and Chemistry Institute imeni M. Azizbenov, doctor of technical sciences, and winner of the USSR State Prize: "School Reform in Action: Video Display or Blackboard? Computer Literacy--A Demand of the Times. The Advantages of 'Push-Button' Education. What You Get from a 'Dialogue' with a Computer"]

[Text] Under the conditions of scientific and technical progress, radical changes occur in the technology and the principles of production management and organization. All this would be inconceivable without the consistent application of cybernetics and computer technology. It is no coincidence that one of the most important programs in the country involves efficient utilization of computers. Successful fulfillment of this program will have a direct effect on the realization of the Food Program and the Energy Program, since the greater the "brain power," the better the chance of finding optimal solutions for urgent problems and practical implementation of these solutions.

Computers are no longer the mysterious "miracle" of the 20th century. The computer is not the machine of tomorrow, it is the machine of today. And, as everyone knows, today, not to mention tomorrow, begins in the schools.

A meeting of the Politburo of the CPSU Central Committee was held recently, at which measures were outlined for developing computer literacy among school pupils in the country's secondary educational institutions and for widespread incorporation of computer technology into the educational process. A broad range of measures is planned. Emphasis was placed on the fact that comprehensive mastery of computer technology by our young people will become an important condition for stepping up scientific and technical progress.

The need to develop universal computer literacy is no longer in question. There are already computers in schools, and the number of computers used in schools will be rising steadily. What is needed now is active creative and organizational work to see that this process is carried out in an efficient and pedagogically sound manner.

One still hears warnings about the dangers of "push-button" education. The skeptics fear that the appearance of the electronic aid will weaken the pupils' intellectual activity. Over twenty years of experience in teaching school students the basics of computer technology and programming in the form of elective courses and vocational training, the positive experience gained by working with children of different ages, and experiments in the area of computerization of schools indicate just the opposite: there is a considerable increase in the students' activity level, inquisitiveness, and even ability. It is important to organize the learning process in such a way that it is stimulating.

There are countless methods and ways to stimulate the learning process using computers: they are limited only by our imagination and our level of knowledge of child psychology. If this is so, then why not begin this work even earlier--in kindergarten? Why not indeed? Even at that early age children are already beginning an active thinking process. Skeptics throw up their hands and say: What is this crazy program in schools now--giving children something to do that an adult would have trouble with, and never throw computers into it...How are those poor kids going to cope with them?

The answer lies in the question itself--it is more difficult for an adult precisely because he has not been exposed to computers from childhood. Stagnated thinking and stereotyping of acquired skills are great obstacles. Practical experience is everything. The earlier practical experience is gained, the greater success we will have.

We can cite an elementary example: a child is playing table-top soccer controlling the players by means of levers. This game can be programmed. Instead of levers, a panel with buttons can be used. The metal playing field can be replaced by a video display screen. In this way a child can be prepared gradually for working with a dynamic video display terminal when he reaches school instead of a static blackboard. The key word here is dynamic. Drawing on the blackboard or a picture in a textbook cannot be dynamic. They illustrate only stiff, fixed action. The text can explain that if, for example, the parameters are changed, a graph showing the dependence of temperature on pressure will take a different form. And now imagine the moment at which the student is not just reading these words, but changes these parameters himself by manipulating the control panel, and before his eyes over the graphic process involved in changing this dependence takes place on the video screen. Lessons in traffic safety can serve as another example. A child uses a keyboard equipped with road signs instead of a mouse and can entertain himself by designing various situations and finding ways to get out of them.

Everyone has the natural desire to experiment and prove his hypotheses and find things occur, and this is especially true of children. After all, a picture is worth a thousand words. Another dimension is added to this principle when someone creates the picture with his own hands. Experience has already shown that children assimilate information considerably more effectively when it is presented on a video terminal than when it is presented on a blackboard. This signifies intensification of the learning process (that is, its rate) and a qualitative and quantitative increase in information. For this reason, one of

the basic goals of school reform, introducing information science and electronic computer technology into the educational process and developing universal computer literacy, is taking on strategic importance under current circumstances.

What exactly does a computer do for a school? First of all, it provides intensification of the learning process. Second, it develops in students the ability to think independently and in a scientific way. This also ensures individualization of the learning process, the need for which has long been recognized. In reality, can one teacher impart a great deal to 40 students in 45 minutes? I know what the skeptics' objections are: But what about the centuries of experience? We've gotten by so far without computers. But the natural response to this is: But is it worth it to get by without them now? True, Latin, a "dead" language, could be crammed into 40 students, and 40 students could draw polygons and pyramids in their notebooks. But now, each of these students could put on earphones and without "outside interference" they can listen to methodological instruction in "living" English, and each of them could see a spatial representation of a stereometric figure on a display terminal. So is it really worth getting by without computers?! In addition, the computer program not only makes it possible to adapt any lesson, but when an error is made, the text on the screen reads "Incorrect answer." It even indicates in which specific step one should look for the error. Can a teacher afford the luxury of having every pupil solve a problem at the board while all the others look on? The modern classroom should be organized differently: every pupil should work on the problem and every pupil should have an electronic helper to check the answer.

The teacher will have new functions: to coordinate, direct, and monitor. The teacher should take into account each pupil's individual abilities as he designs a lesson plan for him. To avoid the development of a purely mechanical approach, the teacher should monitor the progress being made by the pupils. In other words, the computer serves as the teacher's eyes, and instead of keeping track of all the pupils as a whole, it can keep track of each one individually. The computer is a fine assistant.

Finally, more favorable conditions are created for establishing an open and relaxed dialogue between the pupil and "teacher," with the computer playing the role of the teacher. On the one hand, the computer is an omniscient partner, and on the other hand, it is just a tool, a thing. A game-like atmosphere is created, which is much better than real life in the learning process because one can get out of a game without losing dignity. In this respect, an example from the Sumgait Technical VUZ is of interest.

A special computerized information and reference system is set up for applicants during the entrance examination period, and there is usually a long line waiting to use the system. There are teachers on duty to tend the computer, but almost no one takes their questions to the teachers. It was discovered that the applicants are embarrassed to reveal their lack of knowledge to the teachers, but there is no such feeling when dealing with a computer.

It is obvious that without computerization our schools cannot meet the demands of the times. But the question is how should computers be incorporated into the school and how should children be taught the basics of information science?

In my view, a network of computer classrooms must be developed in schools and other educational institutions. They would serve as the basis for the study of a new subject: "The Foundations of Information Science and Computer Technology." We need to develop the corresponding specialization and certification for teachers, gradually introduce the use of computers in other classes, and train and retrain the entire army of teachers and administrators in the educational system. The process of computerization naturally entails a number of problems, including scientific, methodological, personnel, and material and technical problems, but I believe that they can all be resolved.

First of all, it is necessary to train teachers and help them overcome the psychological barrier against computers. The Azerbaijan SSR Ministry of Higher and Secondary Specialized Education, Azerbaijan State University imeni S. M. Kirov, Azerbaijan Polytechnical Institute imeni V. I. Lenin, the Azerbaijan Central Institute for Improving Teachers' Skills, special departments in technical VUZes, and sponsoring enterprises should join forces and make a major contribution to solving the problem of training personnel and developing software and programs.

The Central Committee of the Azerbaijan Komsomol can make an important contribution to the organization of sponsorship programs to help young people in the republic learn computer skills. Youth clubs, such as the "Computer" and "Display Terminal" clubs need to be created under the auspices of the Komsomol at schools, institutes, plants, and scientific research centers in Baku and other large cities in the republic; everything at these clubs, from games to serious classes, should be done using a computer, and these clubs should demonstrate the vast opportunities for the utilization of computers in practical activities, and then this experience should be duplicated in all schools.

Computer classrooms should be set up in schools, vocational-technical schools, interschool teaching production combines--everywhere. Personal computers are the basis of these classrooms. This does not mean one demonstration model, but a computer at every desk!

The sponsoring enterprises will participate in the resolution of financial, material, and technical problems. There is no question that this is not going to be cheap, but all the managers of these enterprises need to understand that today's school student is tomorrow's worker or engineer, and the direct benefit is the step-by-step training of literate specialists. In this way computerization will become everybody's project. It is already time to leave the experimental stage. The experience that has been gained abroad and in the schools of Novosibirsk offers convincing proof that there must be computers in every classroom, on every desk. This is outlined in the decree of the CPSU Central Committee and the USSR Council of Ministers.

Unfortunately, we are still experimenting. At our technical VUZ there are 500 students from different schools in the cities studying in a specially equipped

classroom. They are being introduced to the achievements of Soviet technology in the development of unique computers and microcomputers of various generations, and a great deal of attention is being given to the practical utilization of this equipment.

This is not enough, of course. On instructions from the Presidium of the Azerbaijan SSR Academy of Sciences and the AzSSR State Planning Committee, we developed a draft of a special republic program, the primary goal of which is utilization of computers in the educational process. I am sure that party, state, economic, and social organizations in the republic will help put this program into practice.

Importance of Computer Literacy

Moscow UCHITEL'SKAYA GAZETA in Russian 23 Feb 85 p 3

[Article by Academician A. Yershov: "A Reality of Our Times"]

(Text) In January of this year the Politburo of the CPSU Central Committee considered a statewide program for the creation, production, and effective utilization of computer technology and automated systems. The goal is re-equipping of the national economy of the USSR on the basis of computer technology and microelectronics, with the aim of bringing about a sharp increase in labor productivity in production and a significant improvement in management and decision-making at all levels.

One must not forget that as we approach the third millennium, we are also moving toward a second industrial revolution that is tied to automated processing of information. This means that essential information will be stored and circulated in society by means of mechanical carriers, and it will be processed by computers and their software.

Naturally, widespread introduction of new technology in many spheres of social life requires training and retraining of personnel.

It is very important to understand the role of computers in the development of technology, and to know the principles of information science--which is the science of solving problems by means of a computer. This should become the second literacy of every educated person. This is the foundation of the decree of the CPSU Central Committee and the USSR Council of Ministers "On Further Improvements in General Secondary Education for Young People and Better Operation of General Education Schools," which calls for "organization of instruction in the fundamentals of computer technology in the upper classes of general education schools, vocational-technical schools, and specialized secondary schools, with the aim of teaching students practical computer skills and equipping them with knowledge about the broad use of computers in the national economy."

In meet this goal, there are plans to design a special course, develop textbooks and teaching aids, and create special computer classrooms, for both interschool and single-school use. Recommendations have also been made that

computer equipment at sponsoring enterprises and other institutions be used instructional purposes.

All of this requires an immense amount of work. Recently (6 February 1985) I discussed this topic in the pages of PRAVDA. It seems to me that widespread introduction of the new technology, personnel training, and universal computer education in schools are issues that should be discussed with teachers as well, such as those found among the readers of UCHITEL'SKAYA GAZETA. This group, after all, includes school teachers, instructors at vocational-technical schools, and administrators in people's education and vocational-technical instruction, that is, people who are directly responsible for teaching young people the basics of information science and computer technology.

Most important now is a concrete discussion about what should be done today, tomorrow, this year, and in the coming five-year plan. As you readers know, a new course is being introduced in schools with instruction emphasizing Russian as of 1 September 1985. Computers will be used more and more in other subjects as well.

We are not starting this work from scratch. We already have 20 years of experience in teaching young people the basics of computers and programming in elective courses, vocational training, and practical training programs. There has been considerable success in teaching information science as a general education subject to students in grades 5 through 8. There are also various forms of extracurricular work. For example, the Siberian Department of the USSR Academy of Sciences has been operating a summer school for young programmers for almost 10 years.

For several years our computer center has been studying problems involving the use of computers in teaching the general education subject "Fundamentals of Information Science" and in school education as a whole. As a result, we can already draw some conclusions of a methodological nature.

First, a computer is not just another technical means of instruction and the sum of several cognitive factors that must be added to what a child is learning. It is a person's partner for life, a partnership that begins in school. A computer should give a child an opportunity to be engaged in creative activity and to demonstrate initiative wherever necessary. It is best for work with computers to be primarily an individual process, except in the cases when group activity is pedagogically motivated or dictated by economic factors.

One can hardly expect that by the new school year all the schools will be equipped with all the necessary microprocessor equipment. Therefore, in some places instruction will be based on the so-called computer-less method. I will discuss this in more detail below.

Our own practical experience and experience gained abroad indicate that when elementary methodological principles are observed schoolchildren easily master the basics of working with a computer, and naturally do so with great interest. The minimum fundamentals are really quite simple. Children participate much more actively in classes and they show much more interest in learning. Of

course, there are still many methodological questions that are unanswered, such as how much material should be presented at one time, how to overcome "computer fanaticism," and so on. All this should be the focus of close observation. Progress is possible only by studying the extensive practical experience of teachers who will be teaching the new subject.

The school course on the basics of information science is of great educational, philosophical, and developmental importance. While working at a sponsoring enterprise or teaching production combine, in addition to automation, a school student observes the work of machinery operators who have not acquired new skills. He can see first-hand that the scientific and technical revolution does indeed contribute to advancements in production and to a significant increase in labor productivity, and that it makes this labor easier and more interesting. He is inspired by a feeling that he is part of the scientific and technical revolution, an understanding of the nature of the revolution, and an accurate sense of his own ability to master the skills and knowledge needed in contemporary production. All this plays an important role in the student's development.

In addition, the students' interaction with computers develops in them a special style of thinking and promotes certain mental habits that the modern Soviet man especially needs, no matter what job he chooses. I will attempt to develop this idea in a little more depth.

It is extremely important to know how to plan the structure of activities necessary to achieve a particular goal, given a fixed set of means. That is, when he sees a final goal, a person should outline the sequence of simple or more or less standard operations that lead to that goal and are accessible.

It is difficult to overestimate the ability to take an algorithmic approach to thinking. This approach consists of viewing a complex action as an organized set of simple actions. At the same time, one must stay within a strict limit of resources, including information, time, and material resources.

It is just as important to be able to organize a search for the information that is necessary to solve the given task. In other words, one needs to be able to sift through many facts and figures and select only the essential information, without missing anything important. Otherwise, the solution to a problem suggested by a computer will not be of much use.

Finally, this is a discipline based on language. This means that the ability to formulate ideas clearly and unambiguously in a form understandable to one's partner is essential. A programmer designs contact with a computer on the basis of the computer's "educational level." The ability to talk about the same thing with a school student, a teacher, a professor, and an academician at different language levels, which makes this interaction as effective as possible in each case, is a key factor here.

I could go on about this particular topic, but I think I have pointed out what is most important from the pedagogical standpoint.

Introducing a new subject always involves certain difficulties for schools and vocational-technical schools, especially a subject like the Fundamentals of Information Science and Computer Technology. As far as the teaching personnel are concerned, this problem will be solved for the time being by providing special course training for mathematics and physics teachers capable of teaching this subject. The main problem, however, is how to provide this type of instruction in schools that have not yet been equipped with actual computers. There are a few ideas I would like to mention in this regard. I have already discussed some of them in the PRAVDA article.

An understanding of the absolute necessity of developing universal computer education as quickly as possible should serve as the teacher's primary source of support. This is not some fantasy of scientists who have no contact with schools, but a practical necessity of life, with all its complexity. It should be clear both to the teacher and the students' parents that this new subject will include elements of information science that form the basis of general knowledge. These include elements mentioned above, such as the algorithmic principle, the development of operational thinking, the ability to organize actions to achieve a given goal and to express the plan for these actions in an elementary algorithmic language. The computer, as a means of automatic performance of algorithms, helps uncover and develop these abilities in the user. I would like once again to make the comparison between the role of universal computer education and what books did in their day to promote the possibility of universal literacy. In a country of socialism, the USSR, universal literacy became a reality, the next step was universal secondary education, and the next step in the future will be universal vocational education.

Universal computer education is within the reach of every child and every person. A temporary shortage of computers will not prevent students from mastering the theoretical, cognitive part of the course on information science and computer technology. Furthermore, they will be able to perform practical exercises using programs on a microcalculator.

At the same time, I would like to say that, in my opinion, universal computer education should include teachers in all subjects, class administrators, masters involved in on-the-job training, and directors and department heads of schools and vocational-technical schools. It is obviously out of the question for students to be all wrapped up in computers and to have their instructors, with the exception of the specialists, ignorant about them.

As never before, computerization of the schools depends on national support, just as much as other reform projects. The main thing is to help provide the necessary equipment for this new course.

So, computers are coming to the schools. I think that all of us already working in this area should help in the formation and development of experience in teaching young people the fundamentals of information science and computer technology.

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EDUCATION

RECOMMENDATIONS OF ALL-UNION CONFERENCE ON SPECIALIST TRAINING

Moscow SREDNEYE SPETSIAL'NOYE OBRAZOVANIYE in Russian No 2, Feb 85 pp 15-18

[Passages rendered in all capital letters printed in boldface in source]

[Text] With the purpose of further improving the quality of training of specialists with a secondary specialized education and of implementing the decisions of the 26th party congress, the April 1984 plenum of the CPSU Central Committee, and the Basic Guidelines for the Reform of General Educational and Vocational Schools and decrees of the CPSU Central Committee and the USSR Council of Ministers adopted in pursuance of them, of strengthening creative ties between education and production, and of accelerating the rate of improvement of the content of specialized secondary education and vocational training, taking into account the latest achievements of science, technology and production, the All-Union Practical Conference recommends that the administrative agencies overseeing the specialized secondary educational establishments of industrial ministries and departments and the union-republican ministries of higher education concentrate the efforts of all specialized secondary school personnel on the following tasks:

I. PROFESSIONAL ORIENTATION OF YOUNG PEOPLE AND STUDENT RECRUITMENT.

To further improve the professional orientation of young people and student recruitment, it is necessary to continue:

in collaboration with industrial enterprises, organizations and institutions, specialized secondary educational establishments, and their adopted general educational and vocational and technical schools, to extensively publicize specialized secondary education and specialties offered by teknikums and vocational schools. To more extensively summarize and disseminate the best experience in organizing the professional orientation of young people and student enrollment. To extensively use the mass media for this, including radio and television, industrial periodicals and factory newspapers. To publish recommendations, methodological guides, and informational materials on student recruitment;

the work of educational establishments, enterprises, organizations and institutions aimed at the planned selection of workers from the branch of industry for education in specialized secondary educational establishments. To expand the practice of targeted enrollment of students in teknikums of the branch of industry;

to promote measures aimed at expanding contacts between specialized secondary and vocational and technical educational establishments in related fields in order to assure better continuity of education;

to expand the network of preparatory courses in subordinate teknikums and schools.

THE CONFERENCE RECOMMENDS that the councils of directors of specialized secondary educational establishments:

improve coordination of the work of regional teknikums and vocational schools in the professional orientation of young people;

strengthen contacts with local public education and vocational and technical education agencies, industrial enterprises and organizations aimed at further improving professional orientation and selecting the most capable young people for enrollment in teknikums and vocational schools;

help specialized secondary educational establishments carry out targeted recruitment, regularly monitor enrollment procedures, and summarize and disseminate the best experience in recruitment and enrollment in specialized secondary educational establishments.

THE CONFERENCE RECOMMENDS that supervisory personnel of specialized secondary educational establishments:

in collaboration with base enterprises, extensively publicize educational establishments and the specialties they offer and recruit young workers for enrollment;

enhance the effectiveness of preparatory courses;

strengthen contacts with adopted general schools and single-trade vocational and technical schools and organize exhibitions, performances by propaganda brigades, and meetings with foremost workers and famous graduates of teknikums and vocational schools.

THE CONFERENCE CONSIDERS it useful to request the Scientific Research Institute for Higher School Problems to draw up scientifically justified recommendations for the organization of professional orientation of young people and for fostering in students of specialized secondary educational establishments professional pride in their chosen trade.

II. CREATION AND EXPANSION OF THE MATERIAL BASE OF SPECIALIZED SECONDARY EDUCATIONAL ESTABLISHMENTS.

The installation of state-of-the-art learning materials in teknikums and vocational schools is a prime requisite for ensuring the high quality of specialist training. For this it is necessary:

to work out and implement a long-term program for building, improving and developing learning materials at subordinate educational establishments in

full accordance with curriculum and syllabus requirements, providing for the necessary appropriation of cash and material resources and their planned, efficient utilization;

in collaboration with base enterprises, to provide teknikums and vocational schools with the newest machine tools, laboratory equipment and audio-visual aids, computer and microprocessor hardware, technological installations and instruments, and automation equipment to ensure the instruction of future specialists in accordance with the requirements of scientific and technical progress and the development prospects of the industry;

in collaboration with executives and leading specialists of enterprises, organizations and institutions, to conduct annual reviews of the learning materials of subordinate teknikums and vocational schools;

to set up school production workshops in every teknikum and organize commercial output of products, usually in line with the specialization of the educational establishment;

to take steps to improve material and technical supplies for subordinate educational establishments and fully meet their requirements for tools, materials and equipment to support the instructional and educational process, and ensure normal living conditions of the students and the organization of educational work with them.

THE CONFERENCE RECOMMENDS that the councils of directors of specialized secondary educational establishments:

help teknikums and vocational schools in building up, developing and equipping their learning materials and raise these questions more persistently in local party, government and economic organizations, as well as in the supervisory agencies of specialized secondary educational establishments;

help to create the necessary material base in every educational establishment and to organize the manufacture of commercial products; organize cooperation among teknikums, vocational schools and industrial enterprises; monitor the use of equipment, computer hardware and instruments in educational establishments, and the extent to which they meet present-day requirements.

THE CONFERENCE RECOMMENDS that administrators of specialized secondary educational establishments:

in collaboration with base enterprises, assure fulfillment of construction and repair plans for educational establishments; organize, together with Komsomol committees, practical assistance of building organizations;

with the help of base enterprises, equip laboratories and study rooms with modern machinery and equipment in full accord with curriculum and syllabus requirements.

efficiently and economically spend appropriated funds and material resources and effectively utilize available equipment;

give all possible assistance to other specialized secondary educational establishments in equipping and updating learning materials.

III. METHODOLOGICAL WORK.

THE CONFERENCE NOTES the need for continuously upgrading methodological work in specialized secondary schools. For this it is necessary:

in collaboration with scientists and production specialists, to implement an integrated program of improving the content of instruction in specialized secondary educational establishments, assuring the unity of ideological, political, general educational, general technical and vocational training, regularly update instructional documentation, and determine the optimal balance between theoretical and practical instruction;

to update curriculums and syllabuses on the basis of scientific achievements, production experience, and efficient methods of work organization developed at the country's leading enterprises, proceeding from the consideration that the brigade form of work organization and incentives is at present the main form in all branches of the economy; to foster in students understanding and knowledge of the principles of cost accounting and organization of payment according to work done and the end results of the efforts of work collectives; to ensure that methodological documentation fully reflects the main trends and prospects of development of the industry, with special concern for the study of computer hardware, microprocessor units, robots and automatic manipulators;

to concentrate attention on practical and laboratory classes as important forms of instruction which most effectively help consolidate acquired knowledge and develop the students' creative abilities;

to more extensively involve production specialists in the preparation of textbooks and instructional media and give special attention to the enhancement of the scientific standards of study and methodological literature;

to raise the level of organization and effectiveness of qualification apprenticeship of teachers and vocational training instructors in state-of-the-art fields of science and technology, conducting it, as a rule, at the best enterprises of the industry;

to continue efforts to update the list of worker trades and positions to be filled by specialists with a specialized secondary education.

THE CONFERENCE RECOMMENDS that the councils of directors of specialized secondary educational establishments:

involve leading scientists and industrial experts in the work of methodological teacher associations;

summarize and disseminate the experience of participation of production specialists in drawing up methodological documentation and instruction methods, writing textbooks and instructional media, and organizing practical instruction and the preparation of course and diploma projects.

THE CONFERENCE RECOMMENDS that the directors of specialized secondary educational establishments:

sign long-term creative collaboration contracts between educational establishments and base enterprises which would take into account various spheres of joint work;

in collaboration with industrial experts, determine the optimal balance of the amount of classroom and independent work of students; optimize the amount of home assignments, distributing them in such a way as to encourage the development of cognitive activity and professional thinking;

more extensively introduce in instructional procedures methods of active instruction aimed at fostering in students a creative approach to cognitive activity; develop the forms of instruction with the greatest potential (problem presentation of material, business games, creative debate, solution of sample problems, and analysis of production situations);

take steps to further improve the organization of advanced training and qualification apprenticeship of teachers and vocational training instructors and the introduction of the results thereof in the teaching process;

with the participation of executive personnel and leading specialists of base enterprises, conduct joint sessions of pedagogical councils, scientific-technical conferences, seminars on topical issues of improving the content of specialized secondary education and applying the best production experience and the achievements of science and technology in the teaching process;

more extensively involve industrial experts in reviewing teachers' methods and in modernizing study rooms and laboratories and providing them with modern equipment;

encourage teacher research on problems of vocational education and methods of teaching special and narrowly specialized subjects;

raise the practical significance of course and diploma projects with the aim of implementing such projects in industry.

IV. PRACTICAL TRAINING.

The organization and content of practical training of students in specialized secondary educational establishments requires further improvement.

THE CONFERENCE CONSIDERS it necessary to concentrate attention:

on the development of uniform, standard study programs covering all stages of production practice, ensuring continuity and consistency in fostering vocational skills and habits in students in accordance with qualificational characteristics, and precluding the loss of study time; on the establishment of methodological study complexes geared to vocational training;

on careful, justified selection of base enterprises, organizations and institutions in keeping with the content of practice programs and qualificational requirements;

on raising the responsibility of enterprises and organizations selected as practice bases for the full implementation of contracts signed by them with educational establishments and of the requirements of the Statute of Production Practice of Students of Specialized Secondary Educational Establishments;

on effectively monitoring the organization of practice at enterprises of the industry.

THE CONFERENCE RECOMMENDS that the councils of directors of specialized secondary educational establishments:

step up methodological work of sections of councils of directors on questions of organizing, conducting, and monitoring the practical training of students;

jointly with the directors of teknikums and vocational schools, help future specialists to develop and consolidate habits of organizational and mass political work.

THE CONFERENCE RECOMMENDS that the directors of specialized secondary educational establishments:

assure the close integration of instruction in the fundamentals of science with direct student participation in socially useful productive work;

have study workshops expand the manufacture of laboratory equipment, technical instruction facilities, instructional media, and school furniture, and develop experimental design work;

encourage course and diploma projects of applied significance;

in collaboration with executive personnel of enterprises, organizations and institutions, more extensively involve specialists in the supervision of course and diploma projects;

more extensively use student instructors to fill in for specialists in various fields;

organize the rotation of students among work stations in accordance with the practice program;

efficiently allocate and utilize student practice time, taking into account the labor intensity and importance of jobs selected according to the skills and habits to be acquired;

take into account continuity of practical training acquired by students before enrolling at the teknikum or vocational school;

improve organizational planning measures when conducting technological and pre-graduation practice; efficiently coordinate the activities of educational establishments and base enterprises in organizing and carrying out practice programs; entrust the supervision of student practice to highly qualified specialists.

V. IDEOLOGICAL AND POLITICAL EDUCATION.

THE CONFERENCE HOLDS that it is a primary task of pedagogical collectives to enhance the effectiveness of efforts to educate young specialists in accordance with the decisions of the 26th CPSU congress, the June 1983 plenum of the party Central Committee, Central Committee decisions on ideological questions, and the ideas and conclusions set forth in the works and pronouncements of General Secretary of the CC CPSU, Chairman of the Presidium of the USSR Supreme Soviet Comrade K. U. Chernenko.

THE CONFERENCE RECOMMENDS that the councils of directors and administrators of specialized secondary educational establishments:

take measures to further improve the ideological and political education of students on an integrated basis, throughout the whole training period, and to enhance the role of productive work in the communist education and all-round development of students;

strengthen the class consciousness of students and opposition to enemy propaganda and enhance the role of social disciplines in the communist education of future specialists. Profoundly reveal the creative activity of the Communist Party and the heroic traditions of the Soviet people and the working class, and organize a deserving celebration of the 40th anniversary of the Soviet people's victory in the Great Patriotic War;

in the field of labor education of students, concentrate attention primarily on imbuing them with a sense of pride in the working class, the work collective and the brigade, and on fostering a sense of deep respect for their work and a realization of its importance and significance for the national economy. During periods of production practice, more extensively involve students in efforts to raise labor productivity and the quality of output, economize material and financial resources, and strengthen work discipline, foster in them a contemporary economic outlook, have them study and understand the Law on Labor Collectives and Enhancing Their Role in the Management of Enterprises, Organizations and Institutions, and teach them to apply it in practice. More extensively expand socialist competition, encourage innovation, inventions and the technical creativity of students and teachers, targeting them on the solution of specific economic problems;

foster in students a responsible attitude towards work, good organization, intolerance of shortcomings, modesty in behavior, self-criticism in evaluating the result of one's work; encourage students of specialized secondary educational establishments to set an example in work, studies and fulfillment of social duty and to seek work wherever it is more difficult;

create in educational establishments the necessary conditions for the all-round development of the personality of the young builder of the new society, promote the unity and integrity of educational work among young people in study and work collectives, in places of residence and recreation. Give special attention to raising the social activity of young men and women, fostering in them a realization of the priority of public interests and a desire to spare no effort to serve the people.

improve educational work with students residing in dormitories, raise the responsibility of executives and teachers for the state of work in dormitories;

strive for every student to usefully utilize his spare time. To this end, step up the work of hobby and sports groups, museums, clubs and amateur art groups. More extensively involve representatives of enterprises and organizations in this work;

improve the use of sporting facilities, houses of culture and technology, and gymnasiums and auditoriums of specialized secondary educational establishments, as well as opportunities for the free utilization of trade union cultural and sporting facilities;

keep constantly in touch with graduates, analyze the level of their training in accordance with the requirements of the respective branches of the national economy.

The participants in the All-Union Practical Conference express their conviction that the personnel of specialized secondary educational establishments and the administrative bodies of tekhnikums and vocational schools will deeply analyze the experience gained in teaching and educating specialists for the national economy, multiply their contribution to communist construction and to the implementation of the plans of the party and the people, and come to the 27th CPSU congress with new achievements.

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ROLE OF VUZES IN TRAINING OF TEACHERS IN TURKMEN SSR EXAMINED

Moscow VESTNIK VYSSHEY SHKOLY in Russian No 2, Feb 85 pp 9-12

[Article by Professor S. N. Muradov, minister of higher and secondary specialized education TuSSR: "Turkmenistan VUZes for the School"]

[Text] Just as throughout the country, our republic is working daily to implement school reform. We are proceeding from the fact that in this work full use must be made of the pedagogical and scientific and technical potential of higher and secondary specialized education. Above all, it is necessary fundamentally to improve all aspects of the training and educational process in VUZes training teachers. We decided to talk about what work the VUZes of our ministry are conducting in this area.

Four of the six VUZes train teachers: the Turkmen University, the Turkmen Pedagogical Institute, the Turkmen Institute of Physical Culture and the recently opened Ashkhabad Pedagogical Institute of Russian Language and Literature.

They have to satisfy completely the needs of all types of educational institutions in teaching personnel. Therefore, the Ministry of Higher and Secondary Specialized Education, the Ministry of Education, the State Committee for Vocational and Technical Education and the Gosplan of the republic have thoroughly analyzed the needs for such personnel and drawn up proposals from which it is apparent that the plan of enrollment into teaching specialties will increase year by year, and by the end of the 12th Five-Year Plan will increase by 23.2 percent compared to the end of the 11th Five-Year Plan. It is also planned that new specialties will open. Development of the appropriate material and technical base has begun.

We consider the opening of the Ashkhabad Pedagogical Institute of Russian Language and Literature (referred to above) in this training year to be an important first step in implementing the reform. It will provide national schools with teachers, and first-rate teachers. There is reason to assume that our new VUZ will be able to manage this: the young people have a tremendous interest in studying the Russian language. There are four people competing for each enrollment opening into the institute--the highest competition in the republic's VUZes. In the 12th Five-Year Plan this institute will graduate more than 400 teachers annually. But the end of that

five-year period, the higher and secondary pedagogical educational institutions will provide the republic up to 5,000 teachers of all specialties each year.

Following this, the most important and perhaps most difficult task is the fundamental improvement of training education personnel. As USSR Minister of Higher and Secondary Specialized Education V. P. Yelyutin said, in a short period of time we have to bring all teacher training to leading positions in the qualitative composition of the student body.

Today VUZ collectives are actively engaged in renewing the content of general science, teaching psychology and special subjects in order to reinforce their links with the tasks of general educational and professional schooling. Calendar topical plans have been drawn up for reviewing lecture texts, and requirements on their content are being increased. Above all, it is required that they motivate the students toward an independent search and instill the need for self-education. Teachers are striving to increase the effectiveness of student independent work. Schedules have been drawn up in the departments for conducting oral examinations and individual interviews, going over program material not assimilated by the students and so forth.

The objective of practical instruction of students is to maximize their contact with the latest achievements of science and technology and to develop in them namely those practical skills and habits which are dictated by the demands of life. For example, in training physics and mathematics teachers, serious attention is given to the fact that they not simply study the fundamentals of computer technology, but that they also learn to use it in their future work. Instructors of a number of VUZes are also mastering this technology.

Ideological and educational work plans for the 1984-1985 training year have been reviewed. Educational measures related to developing the necessary qualities in future teachers are being conducted in the departments and faculties.

In the system of educating the students, a serious role is given to curators. It is planned to increase their role and responsibility for organizational and educational work in the student body. The departments, dean's offices and social organizations are tasked with careful selection of curators. Young curators are given scientific and methodical assistance: seminars are organized for them on questions of communist indoctrination and organizing political and educational work.

Socio-political practice also helps the student learn to conduct political and educational work in the school. We conduct this in all classes according to the plan and program compiled for the entire period of instruction, supported by the qualification characteristics of the specialist. The content, forms and methods of socio-political practice are reviewed in order to reinforce its link with school. Taking into account the reform requirements, changes have been made to the content of psychology and teaching subjects. Special attention has been given to methods subjects since they are the ones which develop in the students a considerable amount of professional knowledge and

skills. Special methods courses have already begun to be revised in order to stimulate the students' creative attitude toward solving methods problems.

Many departments have thought out a system of specialized subjects planned for a five-year course of instruction. It logically and didactically determines the place of psychology and teaching subjects. Students of the first 2 years of instruction can now attend special courses and work in seminars such as "The Lesson at the Contemporary Stage", "Methodological Fundamentals of Teaching the Russian Language", "Methods of Educational Work", "Vocational Guidance of Pupils" and others. The practical purpose of the special course "Methods of Pioneer Work" has been reinforced, and the specifics of the rural teacher's work are taken into account. The section "The Teacher in Modern Society" has been included in the course "Introduction to the Profession".

Test topics are being worked out for correspondence students, connected primarily with generalizing the experience of conducting reform in those educational institutions where the correspondence students work.

The topics of graduation theses on pedagogy have been reviewed and brought closer in line with the practice of the school instructional and educational process. For example, topics are being introduced such as "Ideological and Political Education of Pupils", "The Role of Self-Training in Shaping Adolescent Personality", "The Importance of the Book in Fostering Humanism in Children" and also topics devoted to a teacher's work in preparatory classes; in the university the number of course and graduation topics concerning special methods problems has been increased.

In the interests of the professional growth of future teachers, the content and organization of teaching practice have been reviewed. Let us say that the student-teachers received "Instructions on the Tasks of Teaching Collectives in Implementing Reform of General Educational and Vocational Schooling". The content and forms student-teacher participation in communist indoctrination of students are specified in the instructions for conducting extracurricular work. From the first days of practice, students participated in the work of school museums, in meetings of the pupils with veterans of war and labor and in preparing the schools for celebrating the 60th anniversary of the formation of the Turkmen SSR and the Turkmen Communist Party and the centennial of Turkmenistan voluntarily becoming a part of Russia.

The Ministry of Higher and Secondary Specialized Education and the republic's State Committee for Vocational and Technical Education jointly adopted a resolution on a model agreement concerning creative cooperation between VUZes and vocational and technical institutions. This year students underwent practice teaching in schools for the first time.

A number of VUZes have completed compilation of work programs and educational methods charts of subjects. Development of method aids and instructions for carrying out graduation and term papers and laboratory work is nearing completion. Experience indicates that educational methods charts help to plan the training process more efficiently and to structure the students' independent work more rationally.

Attaching great importance to intra-VUZ control, VUZes have drawn up a plan for checking all types of work (instructional, educational, methodological, scientific research) of their subdivisions at all levels. This makes it possible to determine the conformity of specialists' level of training with those objectives and tasks which they now face.

The Turkmen University was one of the first to begin implementation of the reform, having held leading positions in this matter as expected of the university. The university is training training specialists for 12 specialties, 10 of them teaching specialties. They have amassed much experience here in training teachers for city and rural schools. Recently the scientific methodological and research work of instructors on problems of higher and secondary schools has noticeably intensified.

In the department of Turkmen philology they are working on teaching aids for a practical course of the Turkmen language for students of the Russian groups and for the Persian language. A VUZ textbook on the history of Turkmen literature (part one) and a teaching aid for the course "The Fundamentals of Scientific Research", as well as a program for humanities departments on Turkmen literature have been published. The Russian linguistics department is working on a practical language course for nationality groups in VUZes.

Instructional and methods aids on the ecology of animals and agricultural entomology (the biology department), a handbook of tests on chemistry and an instruction book on general and inorganic chemistry (the chemistry department) have been prepared. Between 1984-1990 the physics department plans to develop 12 instructional and methods aids which will clearly outline the basic concepts and ideas of physical science taking into account the latest achievements in this field. Here they are also developing instructions in methods on world outlook training of students in the course of studying general science and specialized subjects.

The pedagogics and psychology department has published directions in methods for student-teachers: "Conducting Extracurricular Work in School", "Pioneer Summer" and others. The department is also beginning to study the problem of "The Content, Forms and Methods of Shaping Pupils' Scientific and Materialistic World Outlook". The linguistics department has included in the long-term scientific research plan the comprehensive elaboration of the problem of the functional and semantic description of the Russian language in comparison with the Turkmen language. Its purpose is to improve the teaching and study of the Russian language in the republic.

Within the framework of the students' scientific work, it is proposed to study more widely the advanced experience of schools, school Komsomol organizations and extra-school children's institutions and to discuss the results of research at scientific circles and at scientific conferences.

As regards rendering more effective direct assistance to the school, here the instructors of the university have become actively involved in drawing up revised school curriculums and programs and developing instructional literature. New textbooks on the Turkmen language have already been published for the 5th-6th and 7th grades of the Russian school; textbooks on the English

and German languages for pupils of the Turkmen schools and a guide for teachers on the methods of teaching a foreign language have been prepared; textbooks on Russian language and literature for national schools are being republished. Instructors of the Russian philology department are participating in their development. The following aids in methods have been compiled for teachers: "Solving Complicated Problems on Organic Chemistry", "Organizing and Conducting Independent Work of Pupils in Studying History", "Methods of Organizing and Conducting Excursions Taking into Account the Local Conditions" and others. The Soviet literature department is preparing an aid "Russian Artistic Literature in Aesthetic Education of Turkmen Students".

A continuously operating consultation center has been established under the pedagogics and psychology department. It coordinates all educational research and involves experienced instructors of schools, teknikums and vocational and technical institutions in this work.

The university's patronage ties with schools and vocational and technical institutions are expanding. Students are widely involved in bringing about these ties. Of considerable interest is the patronage activities of the biology department. A patronage sector which is assigned to a specific school has been set up in each course.

Important vocational guidance measures have been planned and are being implemented. The school of the future teacher, operating under the pedagogics and psychology department, helps in the vocational selection of applicants for teaching specialties. Pupils from schools of the city and surrounding villages are involved in it. The university schools of the young physicist, mathematician, linguist, lawyer and so forth have stepped up their activities. The Russian philology department has opened a Russian and Soviet literature section of the students' scientific society. Its three-year curriculum is intended for students of the 8th-10th grades and proposes an in-depth study of the creativity of Russian and Soviet writers. The university is offering patronage assistance to three teachers' training schools. The new Ashkhabad Institute has been helped in selecting qualified instructors, stocking the library, setting up linguaphone rooms and so forth.

The university also continually assists republic and city institutes for advanced training of teachers. Instructors deliver lectures to the teachers on problems of pedagogics and special methods. Ties are being strengthened with the teachers' institute in Chardzhou.

All of this is merely the first steps. Much work lies ahead. There is still much to think out, make more exact, organize in a cooperative. But the main thing is to put our great plans into practice.

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MISCELLANEOUS STATISTICS ON WOMEN, FAMILY IN LITHUANIA

Vilnius KOMMUNIST in Russian No 2, Feb 85 pp 70-71

[Article by M. Karalene, director of the Division of Population and Health Statistics of the Central Statistical Administration of the Lithuanian SSR: "Women and Families in Soviet Lithuania"]

[Text] At the beginning of 1985, 3,572,400 people lived in the Lithuanian SSR, 66 percent of them in cities.

At the beginning of 1985, the number of women in Soviet Lithuania was 1,889,400.

In Lithuania, there are more women than men for all age groups of 29 and older; before the age of 40, this gap is insignificant, but it increases for the older age groups. Among urban populations, there are more males only in age groups 15 and younger, while among rural populations males predominate up to the age of 36.

The age at which people marry depends on social conditions. In bourgeois Lithuania, for economic reasons, marriage was frequently postponed to a later time (in anticipation of attaining an independent share of the household, in order to save up resources necessary for married life, etc.). During the years of Socialist regime, a significantly greater number of people have been marrying young. Thus, in 1939, girls of 24 and below constituted 49 percent of the total number of those getting married, while men of the same age made up 20 percent; currently, the corresponding percentages are 67 and 56 respectively.

About 82 percent of all newlyweds are getting married for the first time. Almost 87 percent of the men marry women of their own age or younger, while 13 percent marry older women.

In Soviet Lithuania, there are 970,000 families, constituting 87 percent of the population. About 6 percent of the population lives apart from their families (students, trainees, etc.); 5 percent of the men and 9 percent of the women have no family. Grandparents live with one out of eight families. The average family consists of 3.3 (in 1970, 3.4) people. The size of families is decreasing as a result of the absolute and relative decrease in families with a large number of children.

The largest families live in Shilutskiy, Shilalskiy, Shalninininskiy, Klaypedskiy, and Vilnyuskiy Rayons; the smallest in Anikshchyayskiy, Zarasayskiy, Ignalinskiy, Kupishkskiy and Rokishskiy Rayons.

As a result of the current demographic situation, for 1,000 parents of the present generation in the republic, there will be 970 people to replace them. This means that in the Lithuanian SSR simple reproduction of the population is taking place, which is getting close to population reduction.

Optimal economic development using existing resources would best be served by a reproduction rate where one person would be replaced, on the average, by 1.2 people. This means that families would have to have two or three children, or that there would be 250-300 children in 100 families.

In 1982 and especially in 1983 the birthrate increased significantly. In 1983, 57,589 children were born, 4,448 more than in 1982 and 5,340 more than in 1981. This increase in the birthrate, evidently, was influenced by the fact that women who had been born in the beginning of the sixties, i.e., in the period when the birthrate was the highest, have been getting married. However, the proportion of third and subsequent children is not increasing: in 1970, such children constituted 22 percent of the babies born and in 1982 they constituted 17 percent.

The demographic policies of the Communist Party and Soviet Government have been of major significance in the increase in the birthrate. The 11 May 1981 decree of the Central Committee of the Lithuanian Communist Party and the Council of Ministers of the Lithuanian SSR "On measures to increase state assistance to families with children and to improve the demographic situation in the republic" stipulates additional measures, many of which have already been implemented, directed at improving the situation of working mothers, decreasing the dependence of a family's standard of living on the number of children it has and creating favorable living conditions for young families.

Since 1981, working and student mothers who temporarily drop out of the production force have been given leave with partial pay to care for a child until he or she reaches the age of a year and an additional leave without pay until the child is a year and a half, and in the future until 2 years.

Women with two or more children 12 years old and younger are given the highest priority for yearly leave in the summer or other convenient time and also for additional unpaid leave (up to 2 weeks).

In order to improve material support of families with children, a one-time state allowance is paid to working or student mothers (in the amount of 50 rubles at the birth of the first child and 100 rubles at the birth of a second and third child).

Since 1981, state allowances to single mothers have been increased (up to 20 rubles per month per child). This allowance is paid until the child reaches 16 (18 for students not receiving scholarships).

Medical services to mothers and children have been improved. At present, there are 121 maternity clinics at the disposal of women. The hospitals of the republic have 2,485 beds for women who are pregnant or have just given birth. There are 7,095 beds in the hospitals for sick children. Since 1960, the number of physicians specializing in obstetrics and gynecology has increased by a factor of 2.3, the number of midwives and assistant midwives by a factor of 1.7, and the number of pediatricians by a factor of 3.

Each year the availability of space in the preschool day care establishments improves. In the postwar years, kindergartens and nurseries with space for 174,000 were built. Forty-three percent of children of nursery age and 63 percent of those of kindergarten age attend preschool establishments.

Much has been accomplished toward the improvement of living conditions. The work required to maintain a household is continually becoming easier as a result of the increasing dissemination of water supply and sewer systems, and gas supply lines, as well as through the growth of consumer services. In 1940, there was running water in three cities of the republic; in 1982 there were communal water lines in 66 cities. Ninety-four percent of urban apartments and more than two-thirds (70 percent) of rural dwellings have been provided with gas. All inhabited rural localities have been provided with electricity.

After World War I in Lithuania, 69 percent of all males over the age of 10 and 66 percent of the females were illiterate or semiliterate. In 1939, one-fourth of the population between 9 and 49 was illiterate. Thanks to effective measures in the area of education, illiteracy was wiped out in the fifties.

In the 1983-1984 school year, there were 69,600 students studying in the higher educational institutions of the republic; of these, 40,400 were women.

The educational levels of men and women are drawing closer together. At the present time, 52 percent of the students in the non-specialized schools, 53 percent of the students in technical secondary schools and other specialized educational institutions and 58 percent of the students of the higher educational institutions are women.

In 1979, of the 175,000 people with higher education, 52 percent (or 91,000) were women; of those with secondary and incomplete secondary education, 50.2 percent were women.

The educational level of young women is higher than that of men; for every 1,000 people in the population between 20 and 29, 106 women and 79 men have a higher education.

Among specialists in the national economy having higher education, 56 percent are women; while among those with specialized secondary education, 65 percent are women.

In the kolkhozes of the republic, women make up 42 percent of the workers.

In many sectors of the national economy and in the cultural spheres, working women constitute the majority. At the present time the proportion of women is the greatest among those who work in health, physical training and social service institutions (81 percent, compared with 67 percent in 1945); in stores and public eating establishments (80 percent, compared with 64 percent in 1945); in cultural institutions (78 percent, compared with 53 percent in 1945); and in the state government apparatus and social institutions (68 percent, compared with 30 percent in 1945).

In Soviet Lithuania, 37 percent of the people's judges, more than half of the people's assessors, 59 percent of all supervisors and specialists, 52 percent of the engineers and technicians, 84 percent of the economists, 50 percent of the agronomists, livestock specialists and veterinarians, 80 percent of the teachers, 93 percent of the accountants, and 71 percent of the physicians are women.

Two hundred and forty-three women are involved in graduate study (27 percent of the graduate students).

Every third scientist in the republic is a woman; 29 percent of the doctors and candidates of science are women, among these are 54 doctors of sciences (14 percent of all doctors of science) and 1,627 candidates of science (29 percent). Three women have been elected associate members of the Academy of Science.

More than 20,000 women of the republic have been awarded orders and medals of the USSR. One of them has been awarded the title of Hero of the Soviet Union; 47, the title of Hero of Socialist Labor; 553 women have been granted the Order of Lenin; 180, the Order of the October Revolution and 94, the Order of Friendship Among Peoples.

Many women have been granted honorary titles, of these: 27 were given the title of People's Artist of the Lithuanian SSR; 151, the title of Honored Artist of the Lithuanian SSR; 96, the title of Honored Physician of the Lithuanian SSR; and 786, the title of Honored Teacher of the Lithuanian SSR, etc.

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GENERAL

CHANGES IN SOCIAL INSURANCE BENEFITS EXPLAINED

Moscow OKHRANA TRUDA I SOTSIAL'NOYE STRAKHOVANIYE in Russian No 2, Feb 85 pp 28-29

[Article under the rubric "Legal Consultation": "Changes in the Payment of Benefits"]

[Text] In connection with the codification of laws and to improve the provision of social insurance benefits to working people, new documents have been published. The 23 February 1984 decree of the USSR Council of Ministers and the AUCCTU entitled "Benefits under State Social Insurance" ratified the "Basic Conditions for Providing The Benefits to Working People." Detailed rules for their designation, computation, and payment are contained in a special Statute ratified by the AUCCTU in conformity with the Basic Conditions. These normative enactments were put into force on 1 May 1984.

These documents give new decisions on many questions of the right to receive the benefit and procedures for computing and paying it, above all for certain categories of working people. Let us review the principal ones.

Formerly in the case of illness, pregnancy and childbirth leave, and in other cases coming after the discharge of the working person the benefit was not granted (except for contracting tuberculosis). This exception is now applied to other forms of temporary disability also, as well as to cases of pregnancy and childbirth. But certain conditions must be observed for this.

It is necessary that the disability or pregnancy and childbirth leave come within a month after the person has been discharged for honorable reasons. Among them can be dissolution of the contract at the person's own desire. The question of honorable reasons in the case of discharge at the person's own desire is decided by the same rules that are used in computing continuous time of labor service. In such cases the benefit may be paid if the temporary disability lasts more than a month.

The right to receive the benefit during a period when the person is not working is also given to former military servicemen who have become ill within a month after discharge from the USSR Armed Forces.

Authorization to pay the benefit is given in each particular case by republic (where there is no oblast system), kray, oblast, and Moscow and Kiev city trade union councils on application from lower-ranking trade union organs. Payment is made in the following amounts: for pregnancy and childbirth -- 100 percent

of wages; for persons who contract tuberculosis -- according to the same rules as before, with consideration of the length of continuous labor service and membership in a trade union; for other illnesses -- in the amount established for persons who have continuous labor service up to three years, in other words 50 percent of wages (to trade union members); for former military servicemen -- at the minimum wage level, in other words 70 rubles a month regardless of trade union membership. The benefit is paid to such persons at their place of former work, except to former servicemen, who are paid by the trade union committee of the enterprise (institution, organization) at the order of the trade union council.

The new enactments remove the restriction on the benefit, based on a sick slip, for persons who were discharged from their former job for violation of labor discipline or commission of a crime. Formerly they had to work at least six months at a new place in order to receive the benefit for a common illness. But it should be kept in mind that persons discharged from the job for these reasons do not keep their period of continuous labor service. Therefore, in the case of illness after taking a new job the amount of the benefit is determined according to the continuous labor service at the last place of work without consideration of the former one.

As of 1 May 1984 the right to the benefit in cases of illness or pregnancy and childbirth is enjoyed by persons who have completed vocation-technical school but have been disabled before beginning labor activity. Benefits are granted to them on a par with benefits to young specialists after completion of a higher or secondary specialized educational institution, from the day appointed for beginning the job.

For seasonal workers the additional condition of the right to the benefit (in addition to a work-related injury or illness) -- that they have a certain period of labor service -- has been abolished. The benefit is now granted to them on general principles, but the length of payment of the benefit in the case of a common illness remains as before, not more than 75 calendar days.

The group of persons entitled to receive the benefit for temporary disability and for pregnancy and childbirth, when it was not issued before the working person died, has been broadened. The benefit can now be received by family members who lived with the deceased, regardless of whether they were dependents of the deceased. This rule also applies to other persons who were, because of disability, dependent on the deceased.

In the case of death of the mother or when she is placed in hospital treatment, the father or other person who in fact is raising the child is given leave to care for the child until it reaches the age of one and paid the benefit. The one-time grant for the birth of a child, when not paid because of the mother's death, is given to the husband or other person who is raising the child.

Under the new rules the benefit for pregnancy and childbirth (unlike benefits for temporary disability) can also be given when the maternity leave comes during the period of leave to care for the child, including the case where wages are not kept. The benefit is paid for the entire time certified by the sick slip. And for the period of partially paid leave to care for a child

the woman is given (at her choice) either the benefit for pregnancy and child-birth or the benefit for care of the child.

The six-month period of application for the benefit may be extended by decision of the republic (where there is no oblast system), kray, oblast, and Moscow and Kiev city trade union councils. Therefore, it is possible to grant the benefit even when application is made after this time has run out. But this is allowed in exceptional cases, where there is a justifiable reason for letting the application period pass.

According to the general rule the benefit for care of a child until it reaches the age of one is given from the day that they mother is given leave for this purpose. But if the woman did not get this leave officially formulated in time, the benefit may also be paid for past time. This question is decided by the enterprise trade union committee, if the application for the benefit is made not later than six months after the child reached the age of one.

Support in cases of domestic injury and operations to artificially terminate a pregnancy has been improved. These terms are kept in the new statute, but the restrictions on payment of benefits have been significantly reduced. This is done by narrowing the very concept of domestic injury. In the past the law on social insurance benefits with respect to classification of injuries distinguished two concepts: labor (work-related) and domestic injury.

A third type has now been introduced, injuries in natural disasters, that is, occurring as the result of the action of natural forces that do not depend on human will (earthquakes, floods, hurricanes, fires, and so on). As of 1 May 1984 sick slips for these injuries are issued and paid beginning on the first day and cover the entire period of disability on the same conditions as for common illness.

The benefit is also granted from the first day if the injury was a result of the victim's own anatomical defect (absence or defect of an extremity, malfunction of a prosthesis, and the like). And when such injuries occur during work time, at the enterprise, or under other circumstances envisioned in the special list, they should be classified as labor injuries. The benefit is granted in the amount of full wages regardless of the continuous labor service or trade union membership.

In cases of operations to artificially terminate pregnancy the new normative enactments envision issuing sick slips and benefits for the first three days of temporary disability. This applies to all women regardless of their wages. But it should be remembered that, unlike the others, this norm went into effect on 1 January 1985.

The benefit for treatment by prosthesis is now paid not only for the period spent at the orthopedic-prosthetic institution, but also for the travel time to and from there. But the total time of payment remains as before -- not more than 30 calendar days.

Privileges in payment of the benefit for care of sick children have been expanded. Now when a child under the age of seven is sick it is paid for up to 10 calendar days not only to single mothers, widows, and divorced women, but also to men (widowers and divorced men) as well as to the wives of regular-term military servicemen.

The procedures for computing benefits for certain categories of working people have been refined. People whose working time is not subject to record-keeping (home workers, staff procurement workers for agricultural products and secondary and other types of raw materials, collectors of waste food, clerks in traveling trade outlets, and the like) receive the benefit for temporary disability (including labor injury, vocational illness, and pregnancy and childbirth) computed from actual earnings, but not more than twice the position salary (monthly wage rate).

The amount of the benefit paid to persons working in the homes of individual citizens and at religious organizations under a labor contract concluded with the participation of trade union organs is computed, with a sick slip, not according to the length of trade union membership as before, but considering length of continuous labor service, the same as with other working people. The time of work in the private home or religious organization is included in the continuous labor service of these people in granting the benefit.

Non-staff employees are assured of social insurance benefits if they work under a labor contract. In all cases their benefit is computed from actual earnings, but it cannot be more than the salary (wage rate) of a staff employee of the same position and qualifications or the maximum (ceiling) wage established for a series of categories. Non-staff associates for whom a schedule of work has not been established are paid the benefit in an amount figured so that together with wages it will not exceed the salary (wage rate) of the corresponding staff employee or the established maximum (ceiling) wage payment in the month of disability. For people in this category who receive hourly pay (teachers at educational institutions, heads of study circles, and the like) the benefit is computed based on payment for scheduled hours of work that were missed because of illness or pregnancy and childbirth leave. The sum of the benefit and wages in the month of disability can in no case exceed the wage rate (salary) of a staff associate of the corresponding vocation and qualifications.

This benefit is paid to those persons, employed in raising agricultural crops at sovkhozes and other agricultural enterprises on the job-plus-bonus system, for whom labor and wage records are kept. It is set according to the actual earnings for this work, but cannot be more than twice the wage rate.

People who are sent for agricultural work or to perform a job at another enterprise and keep (fully or partially) their wages at their primary work place, have the benefit for days of illness during this period determined according to the wage that they had before being sent to this work. The benefit is issued on standard principles at the primary work place.

The rule that persons working at sovkhozes and other agricultural enterprises are paid the benefit only for that number of days during which, according to

production conditions, they would in fact have been called to work, applies to both temporary disability and to pregnancy and childbirth leave.

The Statute formerly did not have a norm on the procedure for considering a wage supplement factor (except the supplement for work in the Far North or other regions equivalent to it) established for a certain time or the period of a certain job or temporary stay in a certain region. It is now provided that the benefit for temporary disability and pregnancy and childbirth taking account of this wage supplement or factor is paid until the day that they were established or until departure from the corresponding area.

The rules for computing the benefit for teachers, instructors, and aides at general, secondary specialized, and other schools are more clearly presented. A person working at one general school is limited in earnings to two wage rates (salaries). But this does not apply to the benefit for labor injury, vocational illness, and pregnancy and childbirth. For persons working at several educational institutions earnings for pedagogical work in all cases, including in case of labor injury, vocational illness, and pregnancy and childbirth, are limited to 1.5 times the top wage rate for the particular working person. The additional payment for pedagogical activity at the primary work place which is not considered combining occupations is also taken into account. The earnings for computing the benefit for temporary disability (except labor injury, occupational illness, and pregnancy and childbirth) cannot exceed the sum of twice the wage rate at the primary work place.

The general rule provides that changes in wages during the period of illness or pregnancy and childbirth leave are not taken into account in determining the amount of the benefit. At the same time, if the disability of a person who is transferred to a lower-paying job as a disciplinary penalty begins after the transfer order is issued but before this job begins, the benefit for the days when the person was supposed to perform the other job is computed according to the wage rate (salary).

There are cases where disability or pregnancy and childbirth leave begins at a time when a person is temporarily replacing another person with a higher salary and the term of this replacement work is not established. In such cases the benefit is paid according to the higher earnings until the day that the person being replaced returns to the job.

The new law also establishes additional steps to limit the provision of benefits to truant workers and persons who commit crimes. Workers and employees who have been absent without justification right before an illness are deprived of the benefit from the day of truancy and for a term established by the trade union committee of the enterprise (institution, organization) or its social insurance commission, which grants the benefit. As we see, the same sanction is applied in this case as in the case of a person who violates the regimen established by the doctor.

Persons who have received injuries or other health impairments during the commission of crimes do not receive the benefit for the period of temporary disability resulting from these causes.

In conclusion it should be noted that the above-mentioned decree of the USSR Council of Ministers and the AUCCTU envisions that higher-ranking economic organs as well as trade unions will monitor correct expenditure of state social insurance money to pay benefits. This puts into law the practice of departmental monitoring in the social insurance field. This monitoring is concerned with correct deduction of insurance contributions by enterprises (organizations) and correct payment of pensions to working pensioners. Trade union and economic organs together should see that these norms are observed and strive to make monitoring of correct expenditure of this money effective. In this respect precise application of the law on the material accountability of specific persons responsible for the incorrect expenditure of state money is important.

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GENERAL

IMPROVEMENT OF SOCIAL INSURANCE BENEFITS NOTED

Moscow OKHRANA TRUDA I SOTSIAL'NOYE STRAKHOVANIYE in Russian No 2, Feb 85 pp 2-3

[Article by N. Trofimuk, head of the department of state social insurance of the AUCCTU: "The State Social Insurance Budget"]

[Text] During the years of the 11th Five-Year Plan there was continued refinement and development of state social insurance.

A 20-percent supplement to the pension for continuous years of service and a partially paid leave to care for a child until it reaches the age of one year were instituted and grants for the birth of a child were increased in amount and are paid under more advantageous conditions.

The minimum pension amounts for workers and employers were raised, the issuance of free passes for parents sending their children to Pioneer camps increased from 20 to 50 percent, and so on.

The decree of the USSR Council of Ministers and AUCCTU adopted in February 1984 and entitled "State Social Insurance Grants" gave a number of additional benefits to certain categories of working people.

One of the main thrusts of the activity of our trade unions with respect to social insurance is health protection, prevention, and reducing the incidence of illness among working people. Trade union councils and committees have begun devoting more attention to development of the material base of public health, raising the effectiveness of treatment and preventive work, and organizing preferential medical care for the working people of industrial enterprises and rural areas. The decree of the CPSU Central Committee and USSR Council of Ministers entitled "Further Steps to Improve the Protection of Public Health" serves as one guideline. It stresses that further improving medical service to working people is a job not only for public health organs, but also for other sectors of the economy and their trade union activists.

Thanks to the persistent joint actions of party organizations, managers, trade unions, and public health organs, the average annual level of temporary disability was reduced by 34 days per 100 working people in the first three years of the current five-year plan as compared to the 10th Five-Year Plan. This made it possible to reduce expenditures for payment of illness grants by 780 million rubles in three years and to cut average weekly failures to appear for work by 145,700 persons.

The state social security budget for 1985 has been ratified. It is about 49 billion rubles for the country as a whole and, in accordance with the law, supports the financing of all social insurance measures. The budget envisions further growth in the average amounts of grants and pensions that depend on the level of working people's earnings and an expansion of healthful vacations for workers, employees, and rural working people at sanatoriums, preventive health institutions, and recreation establishments and for their children at Pioneer camps. Working people will receive 2.7 billion rubles more in payments and benefits from state social insurance capital this year than they did last year. And compared to 1980 working people and members of their families this year will be given 1.8 million more passes of all kinds and their children will receive 2 million more passes to Pioneer camps (including 200,000 more passes to sanatorium-type camps).

These figures reaffirm the constant concern of the CPSU and the Soviet Government for the well-being and health of our people. They tell of the enormous work done by trade union councils and committees, who directly manage state social insurance. Many trade union councils and committees in the Ukrainian and Belorussian SSR's, the Tatarskaya ASSR, Perm and Chelyabinsk oblasts and others, working jointly with public health and social security organs and economic organizations are achieving good results and have been awarded numerous prizes of the AUCCTU for attaining the best indicators in protecting the health of working people and carrying out the state social insurance budget.

It is important to note that forms and methods of work that have proven themselves in practice in all areas of social insurance and the useful know-how of the best trade union councils and committees, commissions, and activists have been disseminated widely in trade union organizations and used effectively on behalf of the health and well-being of Soviet people.

The social insurance budgets and estimates of trade union councils and committees for the current year have now been worked out. It is essential from the start of the year, on the basis of thorough analysis of what has already been achieved, the successes and failures of past years, to implement a program of steps and strive for high-quality performance of both income and expense sub-headings. This is even more significant because, although the budget indicators as a whole are realistic, they are also quite demanding.

The questions of financial accounts with insured persons and fulfilling the plan for receipt of insurance premiums demand the fixed attention of trade union councils and committees, financial workers, and economists. The results of performance of the 1984 budget testify to the existence of shortcomings and unused reserves in the matter. Certain trade union councils and committees tolerate the situation where the indebtedness of insured persons remains high and its level continues to grow.

It is absolutely intolerable also for the debt of trade union organizations to insured persons to grow. Yet sometimes, even when they have surplus insurance premiums, trade union committees do not promptly settle accounts with enterprises for social insurance costs incurred by them and this worsens their financial situation.

The low level of financial work in certain trade union councils and committees is also indicated by the fact while the indebtedness of trade union organizations to insured persons grows and a number of trade union councils are not fulfilling their plans for transferring money to the AUCCTU, some trade union bodies are keeping significant budget amounts in their accounts and are in no hurry to pay off indebtedness on time. Such shortcomings are characteristics of the Georgian SSR, Volgograd and Karelian oblast, and certain other trade union councils.

We cannot tolerate a situation where selective inspections and audits discover enterprises and organizations where tens and even hundreds of thousands of rubles of insurance premiums have not been paid and, because of poor monitoring of strict compliance with existing norms and rules, plans of receipts for passes and other income are not fulfilled.

Therefore, the main thing is not to look for objective reasons for failure to fulfill the established indicators, but to insure constant monitoring of full charging and collection of insurance premiums according to the law, a significant reduction in the indebtedness of insured persons and trade union organizations, and stronger sanctions against enterprises and organizations for violations committed in social insurance matters.

The indicator of temporary disability per 100 working persons is exceptionally important in the budget. It is a significant measure of the effectiveness of work by trade unions, public health organs, and economic organization to protect the health of working people and prevent illness.

The indicators of temporary disability for 1985 envisioned by the budget will not be an easy goal to attain, but they are realistic. They are set at the level actually achieved in 1983.

As already noted, although there has been a decline in the average annual level of temporary disability, losses from illness are still large. The incidence of illness has risen in the last two years in certain republic and oblasts and for certain sectorial trade unions. Among them are Moldavia, Tajikistan, and Turkmenistan, Novgorod, Novosibirsk, and Yaroslavl oblasts in the RSFSR, and the central committees of the trade unions of aviation industry, trade and consumer cooperatives, ship building industry, radioelectronics industry, and other employees.

The central committees and councils of the trade unions, together with medical personnel and economic managers, must thoroughly analyze the results of past years, clarify the causes of growth in temporary disability, and take steps to reduce it. They will have to receive help from official doctors, social insurance commissions, engineer-physician brigades, and insurance activists.

Practical work to enhance preventive steps and lower the incidence of illness should be done on both the sectorial and territorial principles and at all levels, above all in the primary element, the labor collectives. There are more than enough areas of work here: building medical-sanitary sections, plant polyclinics, and preventive sanitariums; strictly monitoring the work of preventive and treatment institutions; seeing that the issuing and payment of

sick slips is done correctly; eliminate the factors that increase the incidence of colds, and so on.

There are significant reserves for further development and increasing the effectiveness of health resort services to Soviet people.

Among the trade union councils whose example in this should be followed are the Kostroma, Kemerovo, and Sverdlovsk councils as well as numerous others. Each year they broaden the level of health services to the population at a substantial rate, attract enterprise capital for share participation in the construction of health facilities, actively develop the system of preventive health institutions and Pioneer camps, and use social insurance capital to support health resort treatment and recreation for working people and members of their families.

However, there are trade union councils and committees which are not showing the necessary initiative and persistence. The Moscow and Omsk oblast, Estonian SSR, and numerous other councils are far from making full use of allocated capital to organize health resort services. The Tajik SSR and Ryazan and Tambov oblast trade union councils and others are not developing their systems of preventive sanitariums adequately.

These trade union councils should draw the correct conclusions. Life demands unflagging attention to the construction of new sanitariums and preventive facilities and rebuilding and fixing up small health establishments; it also demands unconditional fulfillment of established plans for all types of health services to working people and members of their families. We must constantly improve the work of existing health facilities, take steps to make treatment more effective, and eliminate existing shortcomings.

As we know, in recent years the AUCCTU has taken a number of steps to straighten out the planning, distribution, and issuing of passes for health resort treatment and recreation.

Nonetheless, it does happen, for example in Bryansk, Kurgan, and Tomsk oblasts, that the established percentage of sanatorium passes to be given to workers is not followed. In a number of republics and oblasts there are shortcomings in the distribution of passes, significant underuse of health facilities, and complaints about the organization of service and treatment at them. These things indicate the inattention to these problems and lack of discipline of certain trade union councils and employees of resorts and health facilities, who do not carry out AUCCTU requirements. No violations whatsoever should be permitted.

In recent years the AUCCTU has adopted decisions to broaden the privileges of invalids and participants of the Great Patriotic War in health resort treatment. This makes it even more intolerable when certain trade union councils and committees do not give all the proper passes to invalids, use the one-percent reserve of passes designated specially for participants of the war in sectorial committees for other purposes, and show insensitivity and lack of concern for these deserving people.

On the eve of the radiant holiday, the 40th anniversary of the Great Victory, it is particularly important to improve health resort treatment for veterans significantly, to identify all participants of the war who need such treatment, provide them with passes to the best health facilities and house them in the most comfortable and well-appointed tents, and create conditions for medical and cultural-domestic services on the proper level.

The central committees and councils of the trade unions will have to do a great deal of work to carry out the decree of the USSR Council of Ministers and the AUCCTU on building dormitories for industrial associations (enterprises).

So the trade unions face large and difficult tasks in management of social insurance this year. The success of the work will depend largely on how the trade union councils and committees are able to define various aspects of the work and involve insurance activists, economic and medical organs, and the broad masses of working people in it.

The monitoring-auditing service and monitoring in general have a very significant role in all areas of social insurance. Comrade K. U. Chernenko, in his speech at the all-Union conference of people's controllers, convincingly demonstrated the importance of monitoring.

Unfortunately, there are still many shortcomings and violations in the use of social insurance capital. Therefore, improving the work of the monitoring-auditing apparatus, using other specialists in audits and inspections, taking practical steps to vitalize the activity of auditing commissions, commissions on social insurance, commissions on pension matters, and the aktiv, and organizing departmental monitoring -- these are all timely steps and should certainly produce positive results.

The problems of correct and economical expenditure of capital are especially critical. This demands great stubbornness and persistence to establish orderly procedures in payments and expenditure of capital for all budget sub-headings and to enhance the accountability of trade union employees and economic managers in matters of correct expenditure of social insurance capital.

It would be wise to give publicity to social insurance work more often and broadly, report regularly to the working people on expenditure of capital, and provide information on the incidence of illness, distribution of passes, and the like.

In management of social insurance it is essential to make better use of the potential of collective contracts and see that the bilateral agreements reflect the basic indicators of development of the material base of public health and health resort treatment, reduction in the incidence of illness, broadening of the scale of all types of public health work, and an enlargement of the role and responsibility of the working people themselves for preserving and building up their health.

Socialist competition has now unfolded throughout the country to successfully fulfill the assignments of the concluding year and of the five-year plan as a

whole and to greet the 27th CPSU Congress and the 40th anniversary of the Great Victory of the Soviet People in the Great Patriotic War in a worthy fashion. There is no doubt that the trade union councils and committees and the millions of insurance activists will do everything possible to fulfill the tasks facing them with honor.

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MISCELLANEOUS STATISTICS ON DEMOGRAPHY, EDUCATION, INSURANCE

Moscow VESTNIK STATISTIKI in Russian No 1, Jan 85 pp 62-79

[Article: "Helping the Agitator and Propagandist"]

[Excerpts] Women and men have the same rights in the USSR.

These rights are put into effect through the granting of the same possibilities to women that men have to receive an education and occupational training, to work and be compensated for it, to be promoted and to take part in socio-political and cultural activities as well as through special measures to protect the labor and health of women and through the creation of conditions that allow women to combine labor with motherhood. Also provided for are the legal protection and the material and moral support of motherhood and childhood, including the granting of paid leave and other privileges to pregnant women and mothers and the gradual reduction of the working time of women with small children.

Article 35
Constitution of the USSR

One of the most important and noble tasks in the construction of communist society is that of ensuring a happy childhood for each child.

CPSU Program

Table 1. Number of Women in the USSR (at the beginning of the year)

<u>Year</u>	<u>Number of Women in Millions</u>	<u>Women in Percent of the Total Population</u>
1939	99.3	52.1
1959--according to 15 January census . .	114.8	55.0
1970--according to 15 January census . .	130.3	53.9
1979--according to 17 January census . .	140.1	53.4
1984	145.5	53.1

Table 2. Number of Women in the Union Republics

	Численность женщин, (1) тыс. человек				Процент женщин в общей численности населения (2)			
	1939	1959	1970	1984	1939	1959	1970	1984
{3} СССР	99 273	114 777	130 321	145 533	52	55	54	53
{4} РСФСР	57 276	65 109	70 754	76 199	53	55	54	54
{5} Украинская ССР	21 107	23 294	25 821	27 371	52	56	55	54
{6} Белорусская ССР	4 595	4 474	4 864	5 267	52	56	54	53
{7} Узбекская ССР	3 069	4 222	6 055	8 886	48	52	51	51
{8} Казахская ССР	2 920	4 881	6 746	8 083	48	53	52	52
{9} Грузинская ССР	1 775	2 179	2 484	2 730	50	54	53	53
{10} Азербайджанская ССР	1 562	1 941	2 634	3 330	49	52	51	51
{11} Литовская ССР	1 499	1 466	1 660	1 871	52	54	53	53
{12} Молдавская ССР	1 237	1 551	1 907	2 147	50	54	53	53
{13} Латвийская ССР	998	1 174	1 283	1 389	53	56	54	54
{14} Киргизская ССР	716	1 091	1 532	1 989	49	53	52	51
{15} Таджикская ССР	715	1 016	1 474	2 208	48	51	51	51
{16} Армянская ССР	634	921	1 275	1 670	49	52	51	51
{17} Туркменская ССР	607	786	1 096	1 581	48	52	51	51
{18} Эстонская ССР	563	672	736	812	53	56	54	53

Key:

1. Number of women, in thousands
2. Women in percent of the total population
3. USSR
4. RSFSR
5. Ukrainian SSR
6. Belorussian SSR
7. Uzbek SSR
8. Kazakh SSR
9. Georgian SSR
10. Azerbaijan SSR
11. Lithuanian SSR
12. Moldavian SSR
13. Latvian SSR
14. Kirghiz SSR
15. Tajik SSR
16. Armenian SSR
17. Turkmen SSR
18. Estonian SSR

In prerevolutionary Russia, women not only had no right to vote but they were also completely deprived of many other civil and political rights or substantially limited in them.

The Great October Socialist Revolution provided for the full equality of rights of women in socialist society. The USSR is unwaveringly carrying out the Leninist principle of the large-scale inclusion of women in the administration of the state.

Women make up almost one-third of the USSR Supreme Soviet, the highest agency of state authority. Not a single capitalist country in the world has such an extensive representation of women in parliament. In the parliaments of all of the countries of the "Common Market" combined, there are fewer women than in the USSR Supreme Soviet. At the present time in the U.S. Congress, there are only 23 women, or 4 percent, and there are only 2 in the Senate, the upper chamber.

Table 3. Number of Women Deputies of the USSR Supreme Soviet, the Supreme Soviets of the Union and Autonomous Republics and Local Soviets of People's Deputies

<u>Body</u>	<u>Number of women deputies</u>	<u>Percent of women in the total number of deputies</u>
USSR Supreme Soviet (1984 elections)	492	33
Council of the Union	233	31
Council of Nationalities	259	35
Supreme soviets of the union republics (1980 elections)	2,417	36
Supreme soviets of the autonomous republics (1980 elections)	1,382	40
Kray, oblast, okrug, rayon, city, community and rural soviets of people's deputies (1982 elections)	1,145,744	50

Soviet authority has established all of the conditions for the active participation of women in all sectors of the national economy. In 1984, the highest percentage of women in the total number of workers and employees was 83 percent in trade and public eating facilities; 82 percent in health services, physical education and social security; 75 percent in education; and 74 percent in culture.

In the United States, according to the latest published data, women account for 6 percent of the total number of engineers, 15 percent of lawyers, and 12 percent of scientists. Approximately 80 percent of working American women are employed in the lowest-paying jobs.

In the capitalist world, unemployment is significantly higher among women than it is among men.

In prerevolutionary Russia, a very small number of women, mainly from the privileged strata of society, received an education in the higher and secondary specialized educational institutions.

In the USSR, women receive a higher and secondary specialized education on the same basis as men. In 1983, the number of women specialists with a higher or secondary specialized education employed in the national economy was 22 times greater than in 1940.

Of each 1,000 women employed in the national economy, 862 have a higher or secondary (complete and incomplete) education.

In the United States, during the 1980-81 academic year at medical schools, only 26 percent were young women, and 34 percent at law schools. In France, many higher educational institutions and vocational schools are essentially closed to young women. Higher education in Japan is the privilege of men.

Table 4. Number of Women Judges and Assessors of Rayon (City) People's Courts in the Union Republics at the Beginning of 1984

		Численность женщин—народных судей ⁽¹⁾	Процент женщины в общей численности народных судей ⁽²⁾	Численность женщин—народных заседателей ⁽³⁾	Процент женщин в общей численности народных заседателей ⁽⁴⁾
(5)	СССР	3 839	36,8	405 726	54,9
(6)	РСФСР	2 545	41,2	254 760	56,7
(7)	Украинская ССР	524	30,1	56 396	53,4
(8)	Белорусская ССР	106	30,7	14 350	55,3
(9)	Узбекская ССР	108	31,2	11 663	44,1
(10)	Казахская ССР	181	31,4	22 172	52,2
(11)	Грузинская ССР	33	18,5	6 372	52,0
(12)	Азербайджанская ССР	32	20,8	4 117	38,9
(13)	Литовская ССР	56	36,8	5 627	53,6
(14)	Молдавская ССР	40	26,8	6 147	55,0
(15)	Латвийская ССР	63	53,4	5 386	58,5
(16)	Киргизская ССР	43	36,4	4 607	55,0
(17)	Таджикская ССР	27	25,0	4 077	53,2
(18)	Армянская ССР	17	21,0	3 092	48,4
(19)	Туркменская ССР	29	27,9	3 774	50,4
(20)	Эстонская ССР	35	47,3	3 186	59,4

Key:

1. Number of women judges of people's courts*
2. Percent women in total number of judges of people's courts
3. Number of women assessors of people's courts
4. Percent women in total number of assessors of people's courts
5. USSR
6. RSFSR
7. Ukrainian SSR
8. Belorussian SSR
9. Uzbek SSR
10. Kazakh SSR
11. Georgian SSR
12. Azerbaijan SSR
13. Lithuanian SSR
14. Moldavian SSR
15. Latvian SSR
16. Kirghiz SSR
17. Tajik SSR
18. Armenian SSR
19. Turkmen SSR
20. Estonian SSR

*Including chairmen of rayon (city) people's courts

Table 5. Average Annual Number of Women Workers and Employees in the National Economy

Годы (1)	Численность жен- щин—рабочих и слу- жащих, тыс. человек (2)	Процент женщин в общей числен- ности рабочих и служащих (3)	Годы (1)	Численность жен- щин—рабочих и служащих, тыс. человек (2)	Процент женщин в общей числен- ности рабочих и служащих (3)
1940	13 190	39	1975	52 539	51
1950	19 180	47	1980	57 569	51
1960	29 250	47	1984	59 700	51
1970	45 800	51			

Key:

1. Year
2. Number of women workers and employees, in thousands
3. Percent women in the total number of workers and employees

Table 6. Average Annual Number of Women Workers and Employees in the Union Republics (in thousands)

	1940	1960	1970	1975	1980	1983
(1) СССР	13 190	29 250	45 800	52 539	57 569	59 335
(2) РСФСР	9 024	19 588	28 585	32 027	34 314	34 995
(3) Украинская ССР	2 412	4 743	8 113	9 478	10 424	10 648
(4) Белорусская ССР	449	922	1 611	1 907	2 139	2 225
(5) Узбекская ССР	232	590	1 091	1 417	1 784	2 005
(6) Казахская ССР	277	1 121	2 200	2 593	2 942	3 088
(7) Грузинская ССР	171	374	634	781	902	956
(8) Азербайджанская ССР	165	282	518	640	768	844
(9) Литовская ССР	53	293	570	675	758	798
(10) Молдавская ССР	36	189	477	644	768	817
(11) Латвийская ССР	95	352	550	611	652	668
(12) Киргизская ССР	51	176	367	450	534	583
(13) Таджикская ССР	44	117	223	286	361	399
(14) Армянская ССР	52	161	346	445	552	598
(15) Туркменская ССР	67	114	189	232	293	322
(16) Эстонская ССР	62	228	326	353	378	389

Key:

1. USSR
2. RSFSR
3. Ukrainian SSR
4. Belorussian SSR
5. Uzbek SSR
6. Kazakh SSR
7. Georgian SSR
8. Azerbaijan SSR
9. Lithuanian SSR
10. Moldavian SSR
11. Latvian SSR
12. Kirghiz SSR
13. Tajik SSR
14. Armenian SSR
15. Turkmen SSR
16. Estonian SSR

Table 7. Percent Women in the Average Annual Number of All Kolkhoz Farmers Employed in the Public Kolkhoz Sector in the Union Republics

	1960	1970	1980	1983
1. CCCP	52	50	47	45
2. РСФСР	53	49	44	42
3. Украинская ССР	54	52	49	47
4. Белорусская ССР	55	52	48	45
5. Узбекская ССР	45	48	50	51
6. Казахская ССР	43	40	39	38
7. Грузинская ССР	47	48	51	51
8. Азербайджанская ССР	47	46	51	51
9. Литовская ССР	47	46	43	41
10. Молдавская ССР	50	51	52	51
11. Латвийская ССР	52	47	44	42
12. Киргизская ССР	44	43	44	44
13. Таджикская ССР	42	43	46	48
14. Армянская ССР	43	44	46	45
15. Туркменская ССР	50	48	49	49
16. Эстонская ССР	56	47	42	41

Key:

- | | |
|--------------------|-------------------|
| 1. USSR | 9. Lithuanian SSR |
| 2. RSFSR | 10. Moldavian SSR |
| 3. Ukrainian SSR | 11. Latvian SSR |
| 4. Belorussian SSR | 12. Kirghiz SSR |
| 5. Uzbek SSR | 13. Tajik SSR |
| 6. Kazakh SSR | 14. Armenian SSR |
| 7. Georgian SSR | 15. Turkmen SSR |
| 8. Azerbaijan SSR | 16. Estonian SSR |

Table 8. Number of Women Specialists With a Higher or Secondary Specialized Education Employed in the National Economy*

Year	Total Number of Women With a Higher or Secondary Education, in Thousands	Including With a Higher Education	With a Secondary Specialized Education	Percent Women in the Total Number of Specialists With a Higher or Secondary Spe- cialized Education
1941	864	312	552	36
1960	5,189	1,865	3,324	59
1970	9,900	3,568	6,332	59
1975	13,411	4,962	8,449	59
1980	16,956	6,410	10,546	59
1983	18,833	7,197	11,636	60

*The data are presented for one-time materials: 1 January for 1941, 1 December for 1960, and mid-November for 1970, 1975, 1980 and 1983.

Table 9. Number of Women Scientists (at Year-End, in Thousands)

	1960	1970	1975	1980	1981	1982	1983
(1) Всего женщин—научных работников в том числе имеют ученую степень:	128,7	359,9	488,3	548,1	562,5	574,2	577,3
(2) доктора наук	1,1	3,1	4,5	5,2	5,4	5,5	5,6
(3) кандидата наук	28,8	60,7	94,0	111,1	115,1	118,2	123,2
(4) Из общего числа женщин—научных работников имеют ученое звание:							
(5) академика, члена-корреспонден- та, профессора	0,7	1,8	2,4	3,0	3,1	3,1	3,2
(6) доцента	6,2	14,4	19,6	26,3	27,6	29,3	30,9
(7) старшего научного сотрудника	5,8	9,8	12,5	14,9	15,3	15,9	16,5
(8) младшего научного сотрудника и ассистента	13,6	24,3	22,3	19,1	17,9	18,3	18,9

Key:

1. Total women scientists--including those with the academic degree:
2. Doctor of sciences
3. Candidate of sciences
4. Of the total number of women scientists, those with the academic title:
5. Academician, corresponding member, or professor
6. Lecturer
7. Senior scientific worker
8. Junior scientific worker and assistent

In 1983, women accounted for 40 percent of the total number of scientific workers in the country, 14 percent of the doctors of sciences, and 28 percent of the candidates of sciences.

In 1983, 31,400 women were studying for their graduate degree, or 32 percent of the total number of post graduate students.

Table 10. Number of Women Scientists in the Union Republics at the End of 1983

	Всего	в том числе имеют ученую степень		На общего числа женщин- научных работников имеют ученое звание				
		доктора наук	канди- дата наук	академи- ческого члена- коррес- ponding со- вета	доцента	старшего научного сотрудни- ка	младшего научного сотрудни- ка	
		(3)	(4)	(5)	(6)	(7)	(8)	(9)
(10) СССР	577 268	5 643	123 219	3 245	30 862	16 470	18 876	
(11) РСФСР	399 714	3 571	81 101	2 069	19 142	10 371	13 073	
(12) Украинская ССР	76 831	740	16 507	471	4 813	2 001	—	43
(13) Белорусская ССР	15 845	102	3 386	67	1 093	483	660	
(14) Узбекская ССР	13 571	122	3 786	83	1 113	451	82	
(15) Казахская ССР	16 602	140	3 982	111	1 186	464	377	
(16) Грузинская ССР	11 184	199	3 105	118	785	696	317	
(17) Азербайджанская ССР	8 778	102	2 177	69	530	118	1 049	
(18) Литовская ССР	5 385	78	1 675	41	495	272	38	
(19) Молдавская ССР	3 762	43	1 080	26	235	136	37	
(20) Латвийская ССР	5 396	71	1 705	40	365	228	107	
(21) Киргизская ССР	3 656	36	935	34	205	177	—	
(22) Таджикская ССР	3 391	28	790	27	207	125	90	
(23) Армянская ССР	8 493	80	1 874	51	391	390	335	
(24) Туркменская ССР	2 029	21	546	14	110	104	—	
(25) Эстонская ССР	2 631	30	764	24	192	151	196	

Key:

- 1. Total
- 2. With the academic title
- 3. Doctor of sciences
- 4. Candidate of sciences
- 5. Women scientific workers with the academic title
- 6. Academician, corresponding member, or professor
- 7. Lecturer
- 8. Senior scientific worker
- 9. Junior scientific worker
- 10. USSR
- 11. RSFSR
- 12. Ukrainian SSR
- 13. Belorussian SSR
- 14. Uzbek SSR
- 15. Kazakh SSR
- 16. Georgian SSR
- 17. Azerbaijan SSR
- 18. Lithuanian SSR
- 19. Moldavian SSR
- 20. Latvian SSR
- 21. Kirghiz SSR
- 22. Tajik SSR
- 23. Armenian SSR
- 24. Turkmen SSR
- 25. Estonian SSR

Table 11. Number of Women Physicians of All Specialties (at year-end)

<u>Year</u>	<u>Thousands of People</u>	<u>Percent Women in the Total Number of Physicians</u>
1940	96.3	62
1960	327.1	76
1970	479.6	72
1980	683.1	69
1983	753.7	68

Women physicians account for more than half of all physicians.

In the United States, according to the latest published data, there are 54,300 women physicians, or 11.6 percent of the total number of physicians.

Table 12. Number of Women Teachers at Day General Education Schools (schools of the USSR Ministry of Education and the Ministry of Railways at the start of the academic year)

<u>Category</u>	<u>Number of Women Teachers (not counting multiple jobs), in Thousands</u>	<u>In Percent of the Total Number of Teachers</u>
All teachers (including school administrators)*		
1940-41	615	60
1950-51	999	70
1960-61	1,312	70
1970-71	1,669	71
1980-81	1,653	71
1982-83	1,689	72
1983-84--total	1,713	73
Including:		
Directors of primary schools	0.2	85
Directors of 8-year schools	16	41
Directors of secondary schools	21	36
Deputy directors of 8-year schools	13	65
Deputy directors of secondary schools	90	70
Teachers of classes 1-10 (11), excluding school teachers-administrators	1,452	81
Teachers of music, singing, designing, drawing, physical education and labor	121	37

*As a rule, school administrators simultaneously carry on teaching work.

In the 1940-41 academic year, women accounted for 60 percent of all teachers at the country's day general education schools, whereby the relative share of women directors of partial secondary schools was 12 percent. It was 13 percent of secondary school directors, 32 percent of deputy directors of partial secondary schools, and 30 percent of deputy directors of secondary schools.

Table 13. Percent Women Among All Students at Higher and Secondary Specialized Educational Institutions (at the start of the academic year)

		1960/61	1970/71	1982/83	1983/84
(1)	Процент женщин в составе студентов высших учебных заведений	43	49	52	53
(2)	из них в учебных заведениях:				
(3)	промышленности и строительства, транспорта и связи	30	38	42	42
(4)	сельского хозяйства	27	30	34	35
(5)	экономики и права	49	60	69	69
(6)	здравоохранения, физической культуры и спорта	56	56	58	58
(7)	просвещения, искусства и кинематографии	63	66	70	71
(8)	Процент женщин в составе учащихся средних специальных учебных заведений	47	54	57	58
(2)	из них в учебных заведениях:				
(3)	промышленности и строительства, транспорта и связи	33	40	44	44
(4)	сельского хозяйства	38	37	36	36
(5)	экономики и права	75	83	85	85
(6)	здравоохранения, физической культуры и спорта	84	87	90	91
(7)	просвещения, искусства и кинематографии	76	81	86	86

Key:

1. Percent women among students of higher educational institutions
2. Of these, in educational institutions of:
3. Industry and construction, transport and communications
4. Agriculture
5. Economics and law
6. Health services, physical education and sports
7. Education, art and cinematography
8. Percent women among students of secondary specialized educational institutions

Table 14. Percent Women Among All Students of Higher Educational Institutions in Individual Countries

<u>Country</u>	<u>Academic Year</u>	<u>Number of Women Among Students of Higher Educational Institutions</u>
USSR	1983-84	53.2
Bulgaria	1983-84	51.5
Hungary	1983-84	52.8
Vietnam	1982-83	28.7
GDR	1983-84	50.0
Mongolian People's Republic	1982-83	57.3
Poland	1982-83	50.4
Romania	1983-84	41.4
CSSR	1982-83	42.8
Albania	1969-70	32.3
Laos	1980-81	26.0
Yugoslavia	1982-83	45.5
Austria	1982-83	41.3
Belgium	1980-81	44.1
Great Britain	1978-79	42.4
Denmark	1981-82	42.9
Egypt	1980-81	31.8
India	1978-79	25.3
Italy	1981-82	41.0
Netherlands	1981-82	32.2
Syria	1980-81	29.8
United States	1978-79	50.0
Turkey	1980-81	26.0
FRG	1982-83	43.3
France*	1977-78	47.6
Sweden	1981-82	55.3
Japan	1982-83	22.6

*at universities

Table 15. Number of Women Athletes (at the end of the year)

	1960	1970	1980	1983
Численность женщин, систематически занимающихся физкультурой и спортом:				
(1) млн. человек	17,9	24,4	33,5	34,9
(2) в процентах к общей численности занимающихся	36,6	39,6	43,1	39,9

Key:

1. Number of women systematically involved in physical education and sports, in millions
2. In percent of the total number involved

In 1983, 44 Soviet women were conceded the lofty title of world champion and 43 women were European champions.

At the present time, there are 66,000 women among staff workers (teachers and trainers) in physical education.

Table 16. Expenditures Under the USSR State Budget for the Payment of Assistance to Mothers and for Instructing and Attending to Children

	1940	1950	1960	1970	1980	1982	1983
Пособия по беременности и родам,							
(1) многодетным и одиноким матерям, на рождение ребенка, по уходу за ребенком до одного года и на детей малообеспеченным семьям	179	542	1 005	1 301	2 624	3 319	4 429
Расходы на обслуживание детей в							
(2) детских домах, яслях, садах, яслех-садах, пионерских лагерях и учреждениях по внешкольной работе с детьми ¹	423	1 283	1 725	4 298	7 261	8 012	8 167
Расходы на содержание начальных,							
(3) восьмилетних, средних школ и школ-интернатов ¹	858	1 972	3 135	6 604	8 705	9 328	9 451

Key:

1. Aid for pregnancy and birth, for mothers with many children and unmarried mothers, for the birth of a child, to care for a child until it is 1 year old, and for the children of families inadequately provided for
2. Expenditures for attending to children in children's homes, day nurseries, kindergartens, nurseries-kindergartens, Pioneer camps, and institutions for the out-of-school work with children (not including expenditures for capital investments)
3. Expenditures for the maintenance of primary, 8-year and secondary schools and boarding schools (not including expenditures for capital investments)

Besides the funds of the state budget, funds of state, cooperative, trade-union and other public organizations and kolkhoz funds are expended for the care of children. Thus, in 1983, 4.8 billion rubles were spent for aid for pregnancy and birth, for mothers with many children and unmarried mothers, for the birth of a child, to care for children until the age of one, and for the children of families inadequately provided for, and 8.3 billion rubles were expended to care for children in children's homes, nurseries, kindergartens, nurseries-kindergartens, Pioneer camps, and institutions for the out-of-school work with children.

In 1973, aid was established for working women to cover their pregnancy and delivery equal to their full wages regardless of length of service and there was an increase in the number of paid days to care for a sick child. Beginning 1 Nov. 1974, aid was established for the children of working families inadequately provided for.

Measures have been carried out to increase state aid to families with children. Beginning in 1981, state aid was increased to single mothers and a supplementary 3 days of paid leave was introduced for women with two or more children up to 12 years of age, as was leave to care for children with no retention of wages for up to 2 weeks upon agreement with the administration. Beginning in November 1983, partially paid leave was introduced everywhere for the care of children through the age of 1 year, as was supplementary leave without retention of wages until the child reaches the age of 18 months and the payment of a lump-sum state grant on the occasion of the birth of a child.

In 1983, additional benefits were introduced in the payment of travel orders to Pioneer camps. Half of the travel orders are granted free of charge and the remainder with payment of 20 percent of the cost. The free provision of textbooks to students of general education schools has been completely assimilated.

Beginning in January 1984, single mothers and families with a mean total income per family member of no more than 60 rubles a month were freed from any payment for the keeping of children in boarding institutions and some expenditure norms were raised for their support.

The payment of grants for children of needy families with an average monthly income per family member of no more than 75 rubles was introduced in the regions of the Far East and Siberia, in the northern regions of the country (in Karel'skaya ASSR and Komi ASSR and in Arkhangel'sk and Murmansk oblasts) as well as in Vologda, Novgorod and Pskov oblasts.

In June 1984, higher food standards were established for children in children's preschool institutions as was a new scale of payments for supporting children in these institutions. It was established that payment for the support of children in these preschool institutions is not required of parents in whose family the average total monthly income per family member does not exceed 60 rubles. Payment for keeping children in these institutions is reduced by 50 percent for parents with four or more children.

Table 17. Number of Mothers With Many Children Who Are Receiving Monthly State Aid (thousands of mothers)

		1945	1950	1960	1970	1980	1983
(1)	Всего многодетных матерей, получающих пособие	844	3 079	3 455	3 211	2 150	1 921
(2)	в том числе:						
(2)	с четырьмя детьми	287	1 449	1 660	1 172	717	731
(3)	с пятью детьми	181	839	899	782	472	420
(4)	с шестью детьми	100	440	484	546	325	271
(5)	с семьью и более детьми . . .	276	351	412	711	636	499

Key:

- | | |
|---|--------------------------------|
| 1. Total mothers with many children receiving aid | 3. With five children |
| 2. Including: with four children | 4. With six children |
| | 5. With seven or more children |

Mothers with three children receive a monthly grant from the state with the birth of the fourth and each subsequent child.

Mothers with two children receive a lump-sum grant from the state with the birth of the third and each subsequent child.

In the 11th Five-Year Plan, with the purpose of increasing state aid to families, the payment of one-time state aid in the amount of 50 rubles was introduced for mothers working or studying full-time with the birth of the first child and 100 rubles with the birth of the second and third child, retaining the existing scale of aid for the birth of the fourth and subsequent children.

Women giving birth to five or more children and bringing them up to the age of eight have additional benefits in their pension coverage.

Table 18. Number of Mothers With Many Children Who Have Been Awarded the Honorary Title of "Mother-Heroine" and the Number of Decorations of Such Mothers With the Order "Maternal Glory" and the Medal "Medal of Maternity" (in thousands)

<u>Award</u>	<u>July 1944 through 1949</u>	<u>1950 through 1983</u>	<u>Total</u>
Awarded the honorary title of "Mother-Heroine"	31	340	371
Number of decorations with the order "Maternal Glory":			
First degree	67	686	753
Second degree	193	1,315	1,508
Third degree	468	2,318	2,786
Number of decorations with the medal "Medal of Maternity"			
First degree	754	3,748	4,502
Second degree	1,434	6,025	7,459

The woman-mother enjoys national respect in the USSR. Mothers giving birth to and bringing up 10 children are awarded the honorary title "Mother-Heroine" with the presentation of the order "Mother-Heroine."

To decorate mothers giving birth to and bringing up seven, eight or nine children, the order "Maternal Glory" was established, and the medal "Medal of Maternity" was established to decorate women giving birth to and bringing up five or six children.

Table 19. General-Health Aid to Women (at year-end, in thousands)

Type of Aid	1940	1960	1970	1980	1983
Number of beds (medical and obstetric) for pregnant women and those giving birth	147.1	213.4	223.8	230.4	240.2
Number of dispensaries for women, children's outpatient clinics, and other clinics (independent and included in other institutions)	8.6	16.4	21.0*	24.3*	26.8*

*The number of dispensaries for women was 9,700 in 1970, 10,400 in 1980 and 11,000 in 1983; the number of children's outpatient clinics and other clinics was 11,300 in 1970, 13,900 in 1980 and 15,800 in 1983.

Table 20. Number of Beds (Medical and Obstetric) for Pregnant Women and Those Giving Birth in the Union Republics (at year-end, in thousands)

	1940	1960	1970	1980	1983
(1) CCCP	147,1	213,4	223,8	230,4	240,2
(2) РСФСР	90,7	112,9	110,3	113,1	117,0
(3) Украинская ССР	35,0	48,9	45,1	39,7	40,0
(4) Белорусская ССР	5,4	6,7	6,9	7,3	7,6
(5) Узбекская ССР	2,8	8,7	13,4	19,2	22,2
(6) Казахская ССР	4,3	11,9	16,3	16,4	17,1
(7) Грузинская ССР	1,9	3,9	4,4	4,3	4,3
(8) Азербайджанская ССР	2,0	3,3	5,6	6,6	6,9
(9) Литовская ССР	0,4	2,4	2,5	2,5	2,5
(10) Молдавская ССР	0,6	4,2	4,5	3,6	3,9
(11) Латвийская ССР	0,8	1,7	1,4	1,6	1,6
(12) Киргизская ССР	0,8	2,6	4,0	4,5	4,6
(13) Таджикская ССР	0,6	1,4	2,9	4,0	4,8
(14) Армянская ССР	0,7	2,2	2,8	2,8	2,7
(15) Туркменская ССР	0,8	1,7	2,8	3,8	3,9
(16) Эстонская ССР	0,3	0,9	0,9	1,0	1,1

Key:

- | | |
|--------------------|-------------------|
| 1. USSR | 9. Lithuanian SSR |
| 2. RSFSR | 10. Moldavian SSR |
| 3. Ukrainian SSR | 11. Latvian SSR |
| 4. Belorussian SSR | 12. Kirghiz SSR |
| 5. Uzbek SSR | 13. Tajik SSR |
| 6. Kazakh SSR | 14. Armenian SSR |
| 7. Georgian SSR | 15. Turkmen SSR |
| 8. Azerbaijan SSR | 16. Estonian SSR |

The protection of motherhood in the USSR is ensured through a state system of special institutions (maternity homes, maternity departments of hospitals, dispensaries for women, etc) in which is placed the concern for the health of women. Medical health is free to the woman-mother, as it is to the entire population.

In 1983, there were 240,000 medical and obstetric beds for pregnant women and women giving birth, whereas there were 147,000 such beds in 1940.

In prerevolutionary Russia, there were only 9 dispensaries serving women and children. In 1940, there were already 8,600 women's dispensaries, children's outpatient clinics and other clinics, and by the end of 1983, there were 27,000, or three times as many as in 1940.

At the present time, practically all women are provided medical help in giving birth. Prior to the revolution, only a little over 5 percent of pregnant women received medical assistance in delivery.

Table 21. General-Health Aid to Children (at year-end, in thousands)

	1940	1950	1960	1970	1975	1980	1983
(1) Число коек для детей в больничных учреждениях	89,7	133,1	260,1	462,2	529,3	567,2	584,9
(2) Число коек в детских санаториях ¹	94,9 ²	94,6	120,0	154,1	162,5	166,8	169,9
(3) Численность лечившихся в детских санаториях (за год)	390,3	370,8	369,2	518,2	628,5	686,5	728,3

Key:

1. Number of beds for children in hospital institutions
2. Number of beds in children's sanatoria¹
3. Number of patients in children's sanatoria (per year)

-
1. In the busiest month
 2. 1939

In the first days of its existence, the Soviet state concerned itself fully with the health of the people and established a free medical service for the entire population. The state pays particular attention to the health of children.

To a considerable degree, the medical care of children is directed toward the prevention of disease. Treatment and preventive care is carried out in outpatient clinics, at home, in preschool institutions, in schools, and elsewhere.

The basic form of work of the children's outpatient clinic is clinical examination and treatment, a main element of which involves overall preventive examinations. The carrying out of preventive measures helps to preserve and further improve the health of children, ensuring their proper physical and mental development.

Table 22. Number of Beds in Children's Sanatoria in the Union Republics
(in thousands)

		1939	1960	1970	1980	1983
(1)	СССР	94,9	120,0	154,1	168,8	169,9
(2)	РСФСР	52,0	63,3	82,0	87,0	87,4
(3)	Украинская ССР	26,2	28,2	34,2	37,4	38,7
(4)	Белорусская ССР	3,3	2,4	2,9	3,4	3,9
(5)	Узбекская ССР	3,6	6,4	8,2	11,0	12,5
(6)	Казахская ССР	2,9	3,7	6,9	8,0	8,5
(7)	Грузинская ССР	1,9	2,3	2,4	2,8	2,4
(8)	Азербайджанская ССР	2,5	3,6	4,0	3,0	2,9
(9)	Литовская ССР	0,1	1,4	2,0	1,7	1,7
(10)	Молдавская ССР	0,6	0,6	1,1	1,1	1,1
(11)	Латвийская ССР	0,3	1,6	1,8	1,7	1,7
(12)	Киргизская ССР	0,2	0,8	2,1	2,7	2,9
(13)	Таджикская ССР	0,2	0,7	1,8	2,7	2,7
(14)	Армянская ССР	0,4	1,7	1,9	2,5	2,2
(15)	Туркменская ССР	0,7	1,5	1,7	1,2	0,9
(16)	Эстонская ССР	—	1,8	1,1	0,6	0,4

Key:

- | | |
|--------------------|-------------------|
| 1. USSR | 9. Lithuanian SSR |
| 2. RSFSR | 10. Moldavian SSR |
| 3. Ukrainian SSR | 11. Latvian SSR |
| 4. Belorussian SSR | 12. Kirghiz SSR |
| 5. Uzbek SSR | 13. Tajik SSR |
| 6. Kazakh SSR | 14. Armenian SSR |
| 7. Georgian SSR | 15. Turkmen SSR |
| 8. Azerbaijan SSR | 16. Estonian SSR |

Table 23. Preschool Institutions (at year-end, in thousands)

		1940	1950	1960	1970	1975	1980	1982	1983
(1)	Число постоянных дошкольных учреждений	46,0	45,2	70,6	102,7	115,2	127,7	132,8	135,5
(2)	в том числе:								
	детские ясли	22,0	19,6	27,0	19,6	15,8	12,1	11,1	10,6
(3)	детские сады	24,0	25,6	37,4	35,4	34,1	32,0	31,0	30,7
(4)	детские ясли-сады	—	—	6,2	47,7	65,3	83,6	90,7	94,2
(5)	Численность детей в постоянных дошкольных учреждениях	1 953	1 788	4 428	9 281	11 523	14 337	15 093	15 483
(6)	в том числе:								
	в детских яслих	781	619	1 313	1 181	1 053	873	794	756
(7)	в детских садах	1 172	1 169	2 756	2 791	2 591	2 387	2 237	2 165
(8)	в детских яслих-садах	—	—	359	5 309	7 879	11 077	12 062	12 562

Key:

1. Number of permanent preschool institutions
2. Including: children's nurseries
3. Kindergartens
4. Nurseries-kindergartens
5. Number of children in permanent preschool institutions
6. Including: in children's nurseries
7. In kindergartens
8. In nurseries-kindergartens

Table 24. Number of Children in Permanent Preschool Institutions in the Union Republics (at year-end, in thousands)

<u>Republic</u>	1940	1960	1970	1980	1982	1983
USSR	1 953	4 428	9 281	14 337	15 093	15 483
RSFSR	1 266	3 038	5 666	8 149	8 580	8 784
Ukrainian SSR	319	589	1 574	2 444	2 498	2 526
Belorussian SSR	64	98	274	498	532	547
Uzbek SSR	74	173	318	915	1 026	1 102
Kazakh SSR	37	170	564	877	926	950
Georgian SSR	48	58	116	169	173	175
Azerbaijan SSR	57	53	111	147	153	155
Lithuanian SSR	14	21	80	152	168	174
Moldavian SSR	5	28	91	266	279	287
Latvian SSR	6	26	72	114	119	122
Kirghiz SSR	7	36	90	151	159	165
Tajik SSR	8	32	68	109	116	121
Armenian SSR	18	33	90	135	141	144
Turkmen SSR	25	52	78	138	137	144
Estonian SSR	5	21	59	83	86	87

Besides the permanent preschool institutions, seasonal preschool institutions are organized during the summer period. In 1983, 1 million children were cared for.

Today more than 15 million children attend preschool institutions in the USSR. Of the total sum of expenditures for their support, parents pay only 20 percent and the rest is reimbursed by the government. All such institutions in capitalist countries must be paid for and require substantial expenditures by parents for the support of their child there.

Of the 7 million young children of working mothers in the United States in 1980, 5.4 million had to be put in the care of nursemaids or left at home without supervision.

Table 25. Day General Education Schools (at the start of the academic year)

	1940/41	1960/61	1970/71	1975/76	1980/81	1983/84
(1) Число школ—всего, тыс.	191,5	199,2	174,6	149,5	132,5	130,2
в том числе:						
{2} в городских поселениях . . .	21,5	31,0	33,2	32,5	31,9	32,4
{3} в сельской местности . . .	170,0	168,2	141,4	117,0	100,6	97,8
(4) Из них средних школ—всего	18,8	29,2	44,2	51,5	56,2	59,7
в том числе:						
{5} в городских поселениях . . .	8,9	13,8	19,3	22,0	23,3	24,0
{6} в сельской местности . . .	9,9	15,4	24,9	20,5	32,9	35,0
(7) Численность учащихся—всего, млн.	34,8	33,4	45,4	42,6	39,5	40,4
в том числе:						
{8} в городских поселениях . . .	10,8	16,1	23,0	22,3	22,1	23,0
{9} в сельской местности . . .	24,0	17,3	22,4	20,3	17,4	16,8
(10) Из общего числа учащихся 9— 10 (11) классов—всего . . .	1,2	1,5	4,8	6,2	5,3	4,7
в том числе:						
{11} в городских поселениях . . .	0,7	1,0	2,8	3,4	2,8	2,1
{12} в сельской местности . . .	0,5	0,5	2,0	2,8	2,5	2,2

Key:

1. Total number of schools, in thousands
2. In urban communities
3. In rural areas
4. Total secondary schools
5. In urban communities
6. In rural areas
7. Total number of students, in millions
8. In urban communities
9. In rural areas
10. Total number of students in grades 9-10 (11)
11. In urban communities
12. In rural areas

Four out of five children and adolescents in prerevolutionary Russia did not have the opportunity to study in school. In 1900, universal compulsory

primary education was introduced in the USSR. At the present time, universal compulsory secondary education is being implemented everywhere. At the start of the 1983-84 school year, there were 40.4 million students in day general education schools as opposed to 9.7 million in the 1914-15 school year.

The Basic Directions of the reform of the general education and vocational schools approved by the April (1984) CPSU Central Committee Plenum and the USSR Supreme Soviet further developed the Leninist ideas on the unified, labor and politechnic school and outlined the strategic line of the party in the area of education in accordance with the principles of the 26th CPSU Congress and the June (1983) and February (1984) CPSU Central Committee plenums.

It is planned to implement the basic measures of the school reform gradually in the course of the 11th and 12th five-year plans with consideration given to national peculiarities and local conditions.

About 11 billion rubles are allocated in the state budget to carry out the reform. Of this amount, 3.5 billion rubles on an annual basis will go to increase the wages of education workers.

Table 26. Extended-Day Schools (at the start of the academic year)

Годы (1)	(2) Число школ про- дленного дня и школ с группами продлен- ного дня, тыс.	(3) в том числе		(6) Числен- ность уча- щихся в группах продлен- ного дня, млн.	(7) в том числе	
		(4) в город- ских посе- лениях	(5) в сель- ской мест- ности		(8) в город- ских посе- лениях	(9) в сель- ской мест- ности
1960/61	11,7	8,4	3,3	0,6	0,5	0,1
1970/71	64,3	24,8	39,5	5,2	2,7	2,5
1980/81	82,3	27,3	55,0	10,7	5,5	5,2
1982/83	83,8	27,7	56,1	11,8	6,1	5,7
1983/84	84,8	28,0	56,8	12,4	6,4	6,0

Key:

1. Year
2. Number of extended-day schools and schools with extended-day groups, in thousands
3. Including
4. In urban communities
5. In rural areas
6. Number of students in extended-day groups, in millions
7. Including
8. In urban communities
9. In rural areas

At the present time, one of three students of grades one through eight and the preparatory grades are in extended-day groups.

State Expenditures for Education, Social Security and
Social Insurance in the USSR

Table 1. Expenditures for Education and the Upbringing of Children (millions of rubles)

Expenditure Category	1975	1980	1981	1982	1983
Total expenditures for education and the Upbringing of children	26 705	31 733	32 477	33 973	34 847
Including:					
Current expenditures	22 374	26 805	27 369	28 806	29 540
Of these:					
Preschool training (children's nurseries, kindergartens, nurseries-kindergartens)	4 013	5 374	5 547	5 991	6 085
General education:					
Day general education schools	8 906	9 471	9 668	10 123	10 217
General education schools for young working people (evening and correspondence schools) . . .	453	491	489	488	674
Vocational and technical education and training of personnel with a secondary specialized education (vocational-technical schools, teknikums)	3 788	4 598	4 647	4 824	4 608
Training of personnel with a higher education (VUZ's)	3 100	3 883	3 888	4 072	4 171
Other types of training (courses and other measures to raise the skills of personnel, out-of-school work with children, etc.)	2 114	2 988	3 130	3 308	3 785
Capital investments and capital repairs	4 331	4 928	5 108	5 167	5 307
In addition, payments by parents for the support of children in preschool institutions and boarding schools	1 042	1 293	1 310	1 350	1 374

Table 2. Expenditures for Social Security and Social Insurance (millions of rubles)

<u>Expenditure Category</u>	1975	1980	1981	1982	1983
Total expenditures for social security and social insurance	34 634	45 628	48 256	51 319	54 847
Including:					
Pensions	24 441	33 323	35 447	37 790	39 956
Grants	9 228	10 956	11 297	11 878	13 286
Of these:					
For temporary disability	5 240	6 707	6 928	6 745	6 986
For pregnancy and delivery, for the birth of a child and for the care of a child to the age of 1 year	1 369	1 628	1 726	2 201	3 303
Many-children and single mothers	389	311	305	509	545
For children of needy families	1 219	1 082	1 038	1 007	986
Other aid (one-time help, grants for burial, and others)	1 011	1 228	1 300	1 416	1 466
Other types of social security (up-keep of homes for the elderly and invalids, costs of prothesis, etc.)	965	1 349	1 512	1 651	1 605

Expenditures for education, social security and social insurance are made primarily through the funds of the state budget as well as state, cooperative, trade-union and other public enterprises and organizations and kolkhozes. In 1983, funds of the state budget accounted for more than 90 percent of all expenditures for education and social security.

An insignificant portion of the expenditures for the support of children in preschool institutions and boarding schools is also met through the means of parents. The payments of parents for the support of one child in children's preschool institutions amounts to only about 20 percent of all expenditures for his annual support and in boarding schools it is 6 percent.

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give all possible assistance to other specialized secondary educational establishments in equipping and updating learning materials.

III. METHODOLOGICAL WORK.

THE CONFERENCE NOTES the need for continuously upgrading methodological work in specialized secondary schools. For this it is necessary:

in collaboration with scientists and production specialists, to implement an integrated program of improving the content of instruction in specialized secondary educational establishments, assuring the unity of ideological, political, general educational, general technical and vocational training, regularly update instructional documentation, and determine the optimal balance between theoretical and practical instruction;

to update curriculums and syllabuses on the basis of scientific achievements, production experience, and efficient methods of work organization developed at the country's leading enterprises, proceeding from the consideration that the brigade form of work organization and incentives is at present the main form in all branches of the economy; to foster in students understanding and knowledge of the principles of cost accounting and organization of payment according to work done and the end results of the efforts of work collectives; to ensure that methodological documentation fully reflects the main trends and prospects of development of the industry, with special concern for the study of computer hardware, microprocessor units, robots and automatic manipulators;

to concentrate attention on practical and laboratory classes as important forms of instruction which most effectively help consolidate acquired knowledge and develop the students' creative abilities;

to more extensively involve production specialists in the preparation of textbooks and instructional media and give special attention to the enhancement of the scientific standards of study and methodological literature;

to raise the level of organization and effectiveness of qualification apprenticeship of teachers and vocational training instructors in state-of-the-art fields of science and technology, conducting it, as a rule, at the best enterprises of the industry;

to continue efforts to update the list of worker trades and positions to be filled by specialists with a specialized secondary education.

THE CONFERENCE RECOMMENDS that the councils of directors of specialized secondary educational establishments:

involve leading scientists and industrial experts in the work of methodological teacher associations;

summarize and disseminate the experience of participation of production specialists in drawing up methodological documentation and instruction methods, writing textbooks and instructional media, and organizing practical instruction and the preparation of course and diploma projects.

THE CONFERENCE RECOMMENDS that the directors of specialized secondary educational establishments:

sign long-term creative collaboration contracts between educational establishments and base enterprises which would take into account various spheres of joint work;

in collaboration with industrial experts, determine the optimal balance of the amount of classroom and independent work of students; optimize the amount of home assignments, distributing them in such a way as to encourage the development of cognitive activity and professional thinking;

more extensively introduce in instructional procedures methods of active instruction aimed at fostering in students a creative approach to cognitive activity; develop the forms of instruction with the greatest potential (problem presentation of material, business games, creative debate, solution of sample problems, and analysis of production situations);

take steps to further improve the organization of advanced training and qualification apprenticeship of teachers and vocational training instructors and the introduction of the results thereof in the teaching process;

with the participation of executive personnel and leading specialists of base enterprises, conduct joint sessions of pedagogical councils, scientific-technical conferences, seminars on topical issues of improving the content of specialized secondary education and applying the best production experience and the achievements of science and technology in the teaching process;

more extensively involve industrial experts in reviewing teachers' methods and in modernizing study rooms and laboratories and providing them with modern equipment;

encourage teacher research on problems of vocational education and methods of teaching special and narrowly specialized subjects;

raise the practical significance of course and diploma projects with the aim of implementing such projects in industry.

IV. PRACTICAL TRAINING.

The organization and content of practical training of students in specialized secondary educational establishments requires further improvement.

THE CONFERENCE CONSIDERS it necessary to concentrate attention:

on the development of uniform, standard study programs covering all stages of production practice, ensuring continuity and consistency in fostering vocational skills and habits in students in accordance with qualificational characteristics, and precluding the loss of study time; on the establishment of methodological study complexes geared to vocational training;

on careful, justified selection of base enterprises, organizations and institutions in keeping with the content of practice programs and qualificational requirements;

on raising the responsibility of enterprises and organizations selected as practice bases for the full implementation of contracts signed by them with educational establishments and of the requirements of the Statute of Production Practice of Students of Specialized Secondary Educational Establishments;

on effectively monitoring the organization of practice at enterprises of the industry.

THE CONFERENCE RECOMMENDS that the councils of directors of specialized secondary educational establishments:

step up methodological work of sections of councils of directors on questions of organizing, conducting, and monitoring the practical training of students;

jointly with the directors of teknikums and vocational schools, help future specialists to develop and consolidate habits of organizational and mass political work.

THE CONFERENCE RECOMMENDS that the directors of specialized secondary educational establishments:

assure the close integration of instruction in the fundamentals of science with direct student participation in socially useful productive work;

have study workshops expand the manufacture of laboratory equipment, technical instruction facilities, instructional media, and school furniture, and develop experimental design work;

encourage course and diploma projects of applied significance,

in collaboration with executive personnel of enterprises, organizations and institutions, more extensively involve specialists in the supervision of course and diploma projects;

more extensively use student instructors to fill in for specialists in various fields;

organize the rotation of students among work stations in accordance with the practice program;

efficiently allocate and utilize student practice time, taking into account the labor intensity and importance of jobs selected according to the skills and habits to be acquired;

take into account continuity of practical training acquired by students before enrolling at the teknikum or vocational school;

improve organizational planning measures when conducting technological and pre-graduation practice; efficiently coordinate the activities of educational establishments and base enterprises in organizing and carrying out practice programs; entrust the supervision of student practice to highly qualified specialists.

V. IDEOLOGICAL AND POLITICAL EDUCATION.

THE CONFERENCE HOLDS that it is a primary task of pedagogical collectives to enhance the effectiveness of efforts to educate young specialists in accordance with the decisions of the 26th CPSU congress, the June 1983 plenum of the party Central Committee, Central Committee decisions on ideological questions, and the ideas and conclusions set forth in the works and pronouncements of General Secretary of the CC CPSU, Chairman of the Presidium of the USSR Supreme Soviet Comrade K. U. Chernenko.

THE CONFERENCE RECOMMENDS that the councils of directors and administrators of specialized secondary educational establishments:

take measures to further improve the ideological and political education of students on an integrated basis, throughout the whole training period, and to enhance the role of productive work in the communist education and all-round development of students;

strengthen the class consciousness of students and opposition to enemy propaganda and enhance the role of social disciplines in the communist education of future specialists. Profoundly reveal the creative activity of the Communist Party and the heroic traditions of the Soviet people and the working class, and organize a deserving celebration of the 40th anniversary of the Soviet people's victory in the Great Patriotic War;

in the field of labor education of students, concentrate attention primarily on imbuing them with a sense of pride in the working class, the work collective and the brigade, and on fostering a sense of deep respect for their work and a realization of its importance and significance for the national economy. During periods of production practice, more extensively involve students in efforts to raise labor productivity and the quality of output, economize material and financial resources, and strengthen work discipline, foster in them a contemporary economic outlook, have them study and understand the Law on Labor Collectives and Enhancing Their Role in the Management of Enterprises, Organizations and Institutions, and teach them to apply it in practice. More extensively expand socialist competition, encourage innovation, inventions and the technical creativity of students and teachers, targeting them on the solution of specific economic problems;

foster in students a responsible attitude towards work, good organization, intolerance of shortcomings, modesty in behavior, self-criticism in evaluating the result of one's work; encourage students of specialized secondary educational establishments to set an example in work, studies and fulfillment of social duty and to seek work wherever it is more difficult;

create in educational establishments the necessary conditions for the all-round development of the personality of the young builder of the new society, promote the unity and integrity of educational work among young people in study and work collectives, in places of residence and recreation. Give special attention to raising the social activity of young men and women, fostering in them a realization of the priority of public interests and a desire to spare no effort to serve the people.

improve educational work with students residing in dormitories, raise the responsibility of executives and teachers for the state of work in dormitories;

strive for every student to usefully utilize his spare time. To this end, step up the work of hobby and sports groups, museums, clubs and amateur art groups. More extensively involve representatives of enterprises and organizations in this work;

improve the use of sporting facilities, houses of culture and technology, and gymnasiums and auditoriums of specialized secondary educational establishments, as well as opportunities for the free utilization of trade union cultural and sporting facilities;

keep constantly in touch with graduates, analyze the level of their training in accordance with the requirements of the respective branches of the national economy.

The participants in the All-Union Practical Conference express their conviction that the personnel of specialized secondary educational establishments and the administrative bodies of tekhnikums and vocational schools will deeply analyze the experience gained in teaching and educating specialists for the national economy, multiply their contribution to communist construction and to the implementation of the plans of the party and the people, and come to the 27th CPSU congress with new achievements.

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ROLE OF VUZES IN TRAINING OF TEACHERS IN TURKMEN SSR EXAMINED

Moscow VESTNIK VYSSHEY SHKOLY in Russian No 2, Feb 85 pp 9-12

[Article by Professor S. N. Muradov, minister of higher and secondary specialized education TuSSR: "Turkmenistan VUZes for the School"]

[Text] Just as throughout the country, our republic is working daily to implement school reform. We are proceeding from the fact that in this work full use must be made of the pedagogical and scientific and technical potential of higher and secondary specialized education. Above all, it is necessary fundamentally to improve all aspects of the training and educational process in VUZes training teachers. We decided to talk about what work the VUZes of our ministry are conducting in this area.

Four of the six VUZes train teachers: the Turkmen University, the Turkmen Pedagogical Institute, the Turkmen Institute of Physical Culture and the recently opened Ashkhabad Pedagogical Institute of Russian Language and Literature.

They have to satisfy completely the needs of all types of educational institutions in teaching personnel. Therefore, the Ministry of Higher and Secondary Specialized Education, the Ministry of Education, the State Committee for Vocational and Technical Education and the Gosplan of the republic have thoroughly analyzed the needs for such personnel and drawn up proposals from which it is apparent that the plan of enrollment into teaching specialties will increase year by year, and by the end of the 12th Five-Year Plan will increase by 23.2 percent compared to the end of the 11th Five-Year Plan. It is also planned that new specialties will open. Development of the appropriate material and technical base has begun.

We consider the opening of the Ashkhabad Pedagogical Institute of Russian Language and Literature (referred to above) in this training year to be an important first step in implementing the reform. It will provide national schools with teachers, and first-rate teachers. There is reason to assume that our new VUZ will be able to manage this: the young people have a tremendous interest in studying the Russian language. There are four people competing for each enrollment opening into the institute--the highest competition in the republic's VUZes. In the 12th Five-Year Plan this institute will graduate more than 400 teachers annually. But the end of that

five-year period, the higher and secondary pedagogical educational institutions will provide the republic up to 5,000 teachers of all specialties each year.

Following this, the most important and perhaps most difficult task is the fundamental improvement of training education personnel. As USSR Minister of Higher and Secondary Specialized Education V. P. Yelyutin said, in a short period of time we have to bring all teacher training to leading positions in the qualitative composition of the student body.

Today VUZ collectives are actively engaged in renewing the content of general science, teaching psychology and special subjects in order to reinforce their links with the tasks of general educational and professional schooling. Calendar topical plans have been drawn up for reviewing lecture texts, and requirements on their content are being increased. Above all, it is required that they motivate the students toward an independent search and instill the need for self-education. Teachers are striving to increase the effectiveness of student independent work. Schedules have been drawn up in the departments for conducting oral examinations and individual interviews, going over program material not assimilated by the students and so forth.

The objective of practical instruction of students is to maximize their contact with the latest achievements of science and technology and to develop in them namely those practical skills and habits which are dictated by the demands of life. For example, in training physics and mathematics teachers, serious attention is given to the fact that they not simply study the fundamentals of computer technology, but that they also learn to use it in their future work. Instructors of a number of VUZes are also mastering this technology.

Ideological and educational work plans for the 1984-1985 training year have been reviewed. Educational measures related to developing the necessary qualities in future teachers are being conducted in the departments and faculties.

In the system of educating the students, a serious role is given to curators. It is planned to increase their role and responsibility for organizational and educational work in the student body. The departments, dean's offices and social organizations are tasked with careful selection of curators. Young curators are given scientific and methodical assistance: seminars are organized for them on questions of communist indoctrination and organizing political and educational work.

Socio-political practice also helps the student learn to conduct political and educational work in the school. We conduct this in all classes according to the plan and program compiled for the entire period of instruction, supported by the qualification characteristics of the specialist. The content, forms and methods of socio-political practice are reviewed in order to reinforce its link with school. Taking into account the reform requirements, changes have been made to the content of psychology and teaching subjects. Special attention has been given to methods subjects since they are the ones which develop in the students a considerable amount of professional knowledge and

skills. Special methods courses have already begun to be revised in order to stimulate the students' creative attitude toward solving methods problems.

Many departments have thought out a system of specialized subjects planned for a five-year course of instruction. It logically and didactically determines the place of psychology and teaching subjects. Students of the first 2 years of instruction can now attend special courses and work in seminars such as "The Lesson at the Contemporary Stage", "Methodological Fundamentals of Teaching the Russian Language", "Methods of Educational Work", "Vocational Guidance of Pupils" and others. The practical purpose of the special course "Methods of Pioneer Work" has been reinforced, and the specifics of the rural teacher's work are taken into account. The section "The Teacher in Modern Society" has been included in the course "Introduction to the Profession".

Test topics are being worked out for correspondence students, connected primarily with generalizing the experience of conducting reform in those educational institutions where the correspondence students work.

The topics of graduation theses on pedagogy have been reviewed and brought closer in line with the practice of the school instructional and educational process. For example, topics are being introduced such as "Ideological and Political Education of Pupils", "The Role of Self-Training in Shaping Adolescent Personality", "The Importance of the Book in Fostering Humanism in Children" and also topics devoted to a teacher's work in preparatory classes; in the university the number of course and graduation topics concerning special methods problems has been increased.

In the interests of the professional growth of future teachers, the content and organization of teaching practice have been reviewed. Let us say that the student-teachers received "Instructions on the Tasks of Teaching Collectives in Implementing Reform of General Educational and Vocational Schooling". The content and forms student-teacher participation in communist indoctrination of students are specified in the instructions for conducting extracurricular work. From the first days of practice, students participated in the work of school museums, in meetings of the pupils with veterans of war and labor and in preparing the schools for celebrating the 60th anniversary of the formation of the Turkmen SSR and the Turkmen Communist Party and the centennial of Turkmenistan voluntarily becoming a part of Russia.

The Ministry of Higher and Secondary Specialized Education and the republic's State Committee for Vocational and Technical Education jointly adopted a resolution on a model agreement concerning creative cooperation between VUZes and vocational and technical institutions. This year students underwent practice teaching in schools for the first time.

A number of VUZes have completed compilation of work programs and educational methods charts of subjects. Development of method aids and instructions for carrying out graduation and term papers and laboratory work is nearing completion. Experience indicates that educational methods charts help to plan the training process more efficiently and to structure the students' independent work more rationally.

Attaching great importance to intra-VUZ control, VUZes have drawn up a plan for checking all types of work (instructional, educational, methodological, scientific research) of their subdivisions at all levels. This makes it possible to determine the conformity of specialists' level of training with those objectives and tasks which they now face.

The Turkmen University was one of the first to begin implementation of the reform, having held leading positions in this matter as expected of the university. The university is training training specialists for 12 specialties, 10 of them teaching specialties. They have amassed much experience here in training teachers for city and rural schools. Recently the scientific methodological and research work of instructors on problems of higher and secondary schools has noticeably intensified.

In the department of Turkmen philology they are working on teaching aids for a practical course of the Turkmen language for students of the Russian groups and for the Persian language. A VUZ textbook on the history of Turkmen literature (part one) and a teaching aid for the course "The Fundamentals of Scientific Research", as well as a program for humanities departments on Turkmen literature have been published. The Russian linguistics department is working on a practical language course for nationality groups in VUZes.

Instructional and methods aids on the ecology of animals and agricultural entomology (the biology department), a handbook of tests on chemistry and an instruction book on general and inorganic chemistry (the chemistry department) have been prepared. Between 1984-1990 the physics department plans to develop 12 instructional and methods aids which will clearly outline the basic concepts and ideas of physical science taking into account the latest achievements in this field. Here they are also developing instructions in methods on world outlook training of students in the course of studying general science and specialized subjects.

The pedagogics and psychology department has published directions in methods for student-teachers: "Conducting Extracurricular Work in School", "Pioneer Summer" and others. The department is also beginning to study the problem of "The Content, Forms and Methods of Shaping Pupils' Scientific and Materialistic World Outlook". The linguistics department has included in the long-term scientific research plan the comprehensive elaboration of the problem of the functional and semantic description of the Russian language in comparison with the Turkmen language. Its purpose is to improve the teaching and study of the Russian language in the republic.

Within the framework of the students' scientific work, it is proposed to study more widely the advanced experience of schools, school Komsomol organizations and extra-school children's institutions and to discuss the results of research at scientific circles and at scientific conferences.

As regards rendering more effective direct assistance to the school, here the instructors of the university have become actively involved in drawing up revised school curriculums and programs and developing instructional literature. New textbooks on the Turkmen language have already been published for the 5th-6th and 7th grades of the Russian school; textbooks on the English

and German languages for pupils of the Turkmen schools and a guide for teachers on the methods of teaching a foreign language have been prepared; textbooks on Russian language and literature for national schools are being republished. Instructors of the Russian philology department are participating in their development. The following aids in methods have been compiled for teachers: "Solving Complicated Problems on Organic Chemistry", "Organizing and Conducting Independent Work of Pupils in Studying History", "Methods of Organizing and Conducting Excursions Taking into Account the Local Conditions" and others. The Soviet literature department is preparing an aid "Russian Artistic Literature in Aesthetic Education of Turkmen Students".

A continuously operating consultation center has been established under the pedagogics and psychology department. It coordinates all educational research and involves experienced instructors of schools, teknikums and vocational and technical institutions in this work.

The university's patronage ties with schools and vocational and technical institutions are expanding. Students are widely involved in bringing about these ties. Of considerable interest is the patronage activities of the biology department. A patronage sector which is assigned to a specific school has been set up in each course.

Important vocational guidance measures have been planned and are being implemented. The school of the future teacher, operating under the pedagogics and psychology department, helps in the vocational selection of applicants for teaching specialties. Pupils from schools of the city and surrounding villages are involved in it. The university schools of the young physicist, mathematician, linguist, lawyer and so forth have stepped up their activities. The Russian philology department has opened a Russian and Soviet literature section of the students' scientific society. Its three-year curriculum is intended for students of the 8th-10th grades and proposes an in-depth study of the creativity of Russian and Soviet writers. The university is offering patronage assistance to three teachers' training schools. The new Ashkhabad Institute has been helped in selecting qualified instructors, stocking the library, setting up linguaphone rooms and so forth.

The university also continually assists republic and city institutes for advanced training of teachers. Instructors deliver lectures to the teachers on problems of pedagogics and special methods. Ties are being strengthened with the teachers' institute in Chardzhou.

All of this is merely the first steps. Much work lies ahead. There is still much to think out, make more exact, organize in a cooperative. But the main thing is to put our great plans into practice.

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MISCELLANEOUS STATISTICS ON WOMEN, FAMILY IN LITHUANIA

Vilnius KOMMUNIST in Russian No 2, Feb 85 pp 70-71

[Article by M. Karalene, director of the Division of Population and Health Statistics of the Central Statistical Administration of the Lithuanian SSR: "Women and Families in Soviet Lithuania"]

[Text] At the beginning of 1985, 3,572,400 people lived in the Lithuanian SSR, 66 percent of them in cities.

At the beginning of 1985, the number of women in Soviet Lithuania was 1,889,400.

In Lithuania, there are more women than men for all age groups of 29 and older; before the age of 40, this gap is insignificant, but it increases for the older age groups. Among urban populations, there are more males only in age groups 15 and younger, while among rural populations males predominate up to the age of 36.

The age at which people marry depends on social conditions. In bourgeois Lithuania, for economic reasons, marriage was frequently postponed to a later time (in anticipation of attaining an independent share of the household, in order to save up resources necessary for married life, etc.). During the years of Socialist regime, a significantly greater number of people have been marrying young. Thus, in 1939, girls of 24 and below constituted 49 percent of the total number of those getting married, while men of the same age made up 20 percent; currently, the corresponding percentages are 67 and 56 respectively.

About 82 percent of all newlyweds are getting married for the first time. Almost 87 percent of the men marry women of their own age or younger, while 13 percent marry older women.

In Soviet Lithuania, there are 970,000 families, constituting 87 percent of the population. About 6 percent of the population lives apart from their families (students, trainees, etc.); 5 percent of the men and 9 percent of the women have no family. Grandparents live with one out of eight families. The average family consists of 3.3 (in 1970, 3.4) people. The size of families is decreasing as a result of the absolute and relative decrease in families with a large number of children.

The largest families live in Shilutskiy, Shilalskiy, Shalnininskiy, Klaypedskiy, and Vilnyuskiy Rayons; the smallest in Anikshchayaskiy, Zarasaskiy, Ichnalinskiy, Kupishkskiy and Rokishkskiy Rayons.

As a result of the current demographic situation, for 1,000 parents of the present generation in the republic, there will be 970 people to replace them. This means that in the Lithuanian SSR simple reproduction of the population is taking place, which is getting close to population reduction.

Optimal economic development using existing resources would best be served by a reproduction rate where one person would be replaced, on the average, by 1.2 people. This means that families would have to have two or three children, or that there would be 250-300 children in 100 families.

In 1982 and especially in 1983 the birthrate increased significantly. In 1983, 57,589 children were born, 4,448 more than in 1982 and 5,340 more than in 1981. This increase in the birthrate, evidently, was influenced by the fact that women who had been born in the beginning of the sixties, i.e., in the period when the birthrate was the highest, have been getting married. However, the proportion of third and subsequent children is not increasing: in 1970, such children constituted 22 percent of the babies born and in 1982 they constituted 17 percent.

The demographic policies of the Communist Party and Soviet Government have been of major significance in the increase in the birthrate. The 11 May 1981 decree of the Central Committee of the Lithuanian Communist Party and the Council of Ministers of the Lithuanian SSR "On measures to increase state assistance to families with children and to improve the demographic situation in the republic" stipulates additional measures, many of which have already been implemented, directed at improving the situation of working mothers, decreasing the dependence of a family's standard of living on the number of children it has and creating favorable living conditions for young families.

Since 1981, working and student mothers who temporarily drop out of the production force have been given leave with partial pay to care for a child until he or she reaches the age of a year and an additional leave without pay until the child is a year and a half, and in the future until 2 years.

Women with two or more children 12 years old and younger are given the highest priority for yearly leave in the summer or other convenient time and also for additional unpaid leave (up to 2 weeks).

In order to improve material support of families with children, a one-time state allowance is paid to working or student mothers (in the amount of 50 rubles at the birth of the first child and 100 rubles at the birth of a second and third child).

Since 1981, state allowances to single mothers have been increased (up to 20 rubles per month per child). This allowance is paid until the child reaches 16 (18 for students not receiving scholarships).

Medical services to mothers and children have been improved. At present, there are 121 maternity clinics at the disposal of women. The hospitals of the republic have 2,485 beds for women who are pregnant or have just given birth. There are 7,095 beds in the hospitals for sick children. Since 1960, the number of physicians specializing in obstetrics and gynecology has increased by a factor of 2.3, the number of midwives and assistant midwives by a factor of 1.7, and the number of pediatricians by a factor of 3.

Each year the availability of space in the preschool day care establishments improves. In the postwar years, kindergartens and nurseries with space for 174,000 were built. Forty-three percent of children of nursery age and 63 percent of those of kindergarten age attend preschool establishments.

Much has been accomplished toward the improvement of living conditions. The work required to maintain a household is continually becoming easier as a result of the increasing dissemination of water supply and sewer systems, and gas supply lines, as well as through the growth of consumer services. In 1940, there was running water in three cities of the republic; in 1982 there were communal water lines in 66 cities. Ninety-four percent of urban apartments and more than two-thirds (70 percent) of rural dwellings have been provided with gas. All inhabited rural localities have been provided with electricity.

After World War I in Lithuania, 69 percent of all males over the age of 10 and 66 percent of the females were illiterate or semiliterate. In 1939, one-fourth of the population between 9 and 49 was illiterate. Thanks to effective measures in the area of education, illiteracy was wiped out in the fifties.

In the 1983-1984 school year, there were 69,600 students studying in the higher educational institutions of the republic; of these, 40,400 were women.

The educational levels of men and women are drawing closer together. At the present time, 52 percent of the students in the non-specialized schools, 53 percent of the students in technical secondary schools and other specialized educational institutions and 58 percent of the students of the higher educational institutions are women.

In 1979, of the 175,000 people with higher education, 52 percent (or 91,000) were women; of those with secondary and incomplete secondary education, 50.2 percent were women.

The educational level of young women is higher than that of men; for every 1,000 people in the population between 20 and 29, 106 women and 79 men have a higher education.

Among specialists in the national economy having higher education, 56 percent are women; while among those with specialized secondary education, 65 percent are women.

In the kolkhozes of the republic, women make up 42 percent of the workers.

In many sectors of the national economy and in the cultural spheres, working women constitute the majority. At the present time the proportion of women is the greatest among those who work in health, physical training and social service institutions (81 percent, compared with 67 percent in 1945); in stores and public eating establishments (80 percent, compared with 64 percent in 1945); in cultural institutions (78 percent, compared with 53 percent in 1945); and in the state government apparatus and social institutions (68 percent, compared with 30 percent in 1945).

In Soviet Lithuania, 37 percent of the people's judges, more than half of the people's assessors, 59 percent of all supervisors and specialists, 52 percent of the engineers and technicians, 84 percent of the economists, 50 percent of the agronomists, livestock specialists and veterinarians, 80 percent of the teachers, 93 percent of the accountants, and 71 percent of the physicians are women.

Two hundred and forty-three women are involved in graduate study (27 percent of the graduate students).

Every third scientist in the republic is a woman; 29 percent of the doctors and candidates of science are women, among these are 54 doctors of sciences (14 percent of all doctors of science) and 1,627 candidates of science (29 percent). Three women have been elected associate members of the Academy of Science.

More than 20,000 women of the republic have been awarded orders and medals of the USSR. One of them has been awarded the title of Hero of the Soviet Union; 47, the title of Hero of Socialist Labor; 553 women have been granted the Order of Lenin; 180, the Order of the October Revolution and 94, the Order of Friendship Among Peoples.

Many women have been granted honorary titles, of these: 27 were given the title of People's Artist of the Lithuanian SSR; 151, the title of Honored Artist of the Lithuanian SSR; 96, the title of Honored Physician of the Lithuanian SSR; and 786, the title of Honored Teacher of the Lithuanian SSR, etc.

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GENERAL

CHANGES IN SOCIAL INSURANCE BENEFITS EXPLAINED

Moscow OKHRANA TRUDA I SOTSIAL'NOYE STRAKHOVANIYE in Russian No 2, Feb 85 pp 28-29

[Article under the rubric "Legal Consultation": "Changes in the Payment of Benefits"]

[Text] In connection with the codification of laws and to improve the provision of social insurance benefits to working people, new documents have been published. The 23 February 1984 decree of the USSR Council of Ministers and the AUCCTU entitled "Benefits under State Social Insurance" ratified the "Basic Conditions for Providing The Benefits to Working People." Detailed rules for their designation, computation, and payment are contained in a special Statute ratified by the AUCCTU in conformity with the Basic Conditions. These normative enactments were put into force on 1 May 1984.

These documents give new decisions on many questions of the right to receive the benefit and procedures for computing and paying it, above all for certain categories of working people. Let us review the principal ones.

Formerly in the case of illness, pregnancy and childbirth leave, and in other cases coming after the discharge of the working person the benefit was not granted (except for contracting tuberculosis). This exception is now applied to other forms of temporary disability also, as well as to cases of pregnancy and childbirth. But certain conditions must be observed for this.

It is necessary that the disability or pregnancy and childbirth leave come within a month after the person has been discharged for honorable reasons. Among them can be dissolution of the contract at the person's own desire. The question of honorable reasons in the case of discharge at the person's own desire is decided by the same rules that are used in computing continuous time of labor service. In such cases the benefit may be paid if the temporary disability lasts more than a month.

The right to receive the benefit during a period when the person is not working is also given to former military servicemen who have become ill within a month after discharge from the USSR Armed Forces.

Authorization to pay the benefit is given in each particular case by republic (where there is no oblast system), kray, oblast, and Moscow and Kiev city trade union councils on application from lower-ranking trade union organs. Payment is made in the following amounts: for pregnancy and childbirth -- 100 percent

of wages; for persons who contract tuberculosis -- according to the same rules as before, with consideration of the length of continuous labor service and membership in a trade union; for other illnesses -- in the amount established for persons who have continuous labor service up to three years, in other words 50 percent of wages (to trade union members); for former military servicemen -- at the minimum wage level, in other words 70 rubles a month regardless of trade union membership. The benefit is paid to such persons at their place of former work, except to former servicemen, who are paid by the trade union committee of the enterprise (institution, organization) at the order of the trade union council.

The new enactments remove the restriction on the benefit, based on a sick slip, for persons who were discharged from their former job for violation of labor discipline or commission of a crime. Formerly they had to work at least six months at a new place in order to receive the benefit for a common illness. But it should be kept in mind that persons discharged from the job for these reasons do not keep their period of continuous labor service. Therefore, in the case of illness after taking a new job the amount of the benefit is determined according to the continuous labor service at the last place of work without consideration of the former one.

As of 1 May 1984 the right to the benefit in cases of illness or pregnancy and childbirth is enjoyed by persons who have completed vocation-technical school but have been disabled before beginning labor activity. Benefits are granted to them on a par with benefits to young specialists after completion of a higher or secondary specialized educational institution, from the day appointed for beginning the job.

For seasonal workers the additional condition of the right to the benefit (in addition to a work-related injury or illness) -- that they have a certain period of labor service -- has been abolished. The benefit is now granted to them on general principles, but the length of payment of the benefit in the case of a common illness remains as before, not more than 75 calendar days.

The group of persons entitled to receive the benefit for temporary disability and for pregnancy and childbirth, when it was not issued before the working person died, has been broadened. The benefit can now be received by family members who lived with the deceased, regardless of whether they were dependents of the deceased. This rule also applies to other persons who were, because of disability, dependent on the deceased.

In the case of death of the mother or when she is placed in hospital treatment, the father or other person who in fact is raising the child is given leave to care for the child until it reaches the age of one and paid the benefit. The one-time grant for the birth of a child, when not paid because of the mother's death, is given to the husband or other person who is raising the child.

Under the new rules the benefit for pregnancy and childbirth (unlike benefits for temporary disability) can also be given when the maternity leave comes during the period of leave to care for the child, including the case where wages are not kept. The benefit is paid for the entire time certified by the sick slip. And for the period of partially paid leave to care for a child

the woman is given (at her choice) either the benefit for pregnancy and child-birth or the benefit for care of the child.

The six-month period of application for the benefit may be extended by decision of the republic (where there is no oblast system), kray, oblast, and Moscow and Kiev city trade union councils. Therefore, it is possible to grant the benefit even when application is made after this time has run out. But this is allowed in exceptional cases, where there is a justifiable reason for letting the application period pass.

According to the general rule the benefit for care of a child until it reaches the age of one is given from the day that they mother is given leave for this purpose. But if the woman did not get this leave officially formulated in time, the benefit may also be paid for past time. This question is decided by the enterprise trade union committee, if the application for the benefit is made not later than six months after the child reached the age of one.

Support in cases of domestic injury and operations to artificially terminate a pregnancy has been improved. These terms are kept in the new statute, but the restrictions on payment of benefits have been significantly reduced. This is done by narrowing the very concept of domestic injury. In the past the law on social insurance benefits with respect to classification of injuries distinguished two concepts: labor (work-related) and domestic injury.

A third type has now been introduced, injuries in natural disasters, that is, occurring as the result of the action of natural forces that do not depend on human will (earthquakes, floods, hurricanes, fires, and so on). As of 1 May 1984 sick slips for these injuries are issued and paid beginning on the first day and cover the entire period of disability on the same conditions as for common illness.

The benefit is also granted from the first day if the injury was a result of the victim's own anatomical defect (absence or defect of an extremity, malfunction of a prosthesis, and the like). And when such injuries occur during work time, at the enterprise, or under other circumstances envisioned in the special list, they should be classified as labor injuries. The benefit is granted in the amount of full wages regardless of the continuous labor service or trade union membership.

In cases of operations to artificially terminate pregnancy the new normative enactments envision issuing sick slips and benefits for the first three days of temporary disability. This applies to all women regardless of their wages. But it should be remembered that, unlike the others, this norm went into effect on 1 January 1985.

The benefit for treatment by prosthesis is now paid not only for the period spent at the orthopedic-prosthetic institution, but also for the travel time to and from there. But the total time of payment remains as before -- not more than 30 calendar days.

Privileges in payment of the benefit for care of sick children have been expanded. Now when a child under the age of seven is sick it is paid for up to 10 calendar days not only to single mothers, widows, and divorced women, but also to men (widowers and divorced men) as well as to the wives of regular-term military servicemen.

The procedures for computing benefits for certain categories of working people have been refined. People whose working time is not subject to record-keeping (home workers, staff procurement workers for agricultural products and secondary and other types of raw materials, collectors of waste food, clerks in traveling trade outlets, and the like) receive the benefit for temporary disability (including labor injury, vocational illness, and pregnancy and childb'rth) computed from actual earnings, but not more than twice the position salary (monthly wage rate).

The amount of the benefit paid to persons working in the homes of individual citizens and at religious organizations under a labor contract concluded with the participation of trade union organs is computed, with a sick slip, not according to the length of trade union membership as before, but considering length of continuous labor service, the same as with other working people. The time of work in the private home or religious organization is included in the continuous labor service of these people in granting the benefit.

Non-staff employees are assured of social insurance benefits if they work under a labor contract. In all cases their benefit is computed from actual earnings, but it cannot be more than the salary (wage rate) of a staff employee of the same position and qualifications or the maximum (ceiling) wage established for a series of categories. Non-staff associates for whom a schedule of work has not been established are paid the benefit in an amount figured so that together with wages it will not exceed the salary (wage rate) of the corresponding staff employee or the established maximum (ceiling) wage payment in the month of disability. For people in this category who receive hourly pay (teachers at educational institutions, heads of study circles, and the like) the benefit is computed based on payment for scheduled hours of work that were missed because of illness or pregnancy and childbirth leave. The sum of the benefit and wages in the month of disability can in no case exceed the wage rate (salary) of a staff associate of the corresponding vocation and qualifications.

This benefit is paid to those persons, employed in raising agricultural crops at sovkhozes and other agricultural enterprises on the job-plus-bonus system, for whom labor and wage records are kept. It is set according to the actual earnings for this work, but cannot be more than twice the wage rate.

People who are sent for agricultural work or to perform a job at another enterprise and keep (fully or partially) their wages at their primary work place, have the benefit for days of illness during this period determined according to the wage that they had before being sent to this work. The benefit is issued on standard principles at the primary work place.

The rule that persons working at sovkhozes and other agricultural enterprises are paid the benefit only for that number of days during which, according to

production conditions, they would in fact have been called to work, applies to both temporary disability and to pregnancy and childbirth leave.

The Statute formerly did not have a norm on the procedure for considering a wage supplement factor (except the supplement for work in the Far North or other regions equivalent to it) established for a certain time or the period of a certain job or temporary stay in a certain region. It is now provided that the benefit for temporary disability and pregnancy and childbirth taking account of this wage supplement or factor is paid until the day that they were established or until departure from the corresponding area.

The rules for computing the benefit for teachers, instructors, and aides at general, secondary specialized, and other schools are more clearly presented. A person working at one general school is limited in earnings to two wage rates (salaries). But this does not apply to the benefit for labor injury, vocational illness, and pregnancy and childbirth. For persons working at several educational institutions earnings for pedagogical work in all cases, including in case of labor injury, vocational illness, and pregnancy and childbirth, are limited to 1.5 times the top wage rate for the particular working person. The additional payment for pedagogical activity at the primary work place which is not considered combining occupations is also taken into account. The earnings for computing the benefit for temporary disability (except labor injury, occupational illness, and pregnancy and childbirth) cannot exceed the sum of twice the wage rate at the primary work place.

The general rule provides that changes in wages during the period of illness or pregnancy and childbirth leave are not taken into account in determining the amount of the benefit. At the same time, if the disability of a person who is transferred to a lower-paying job as a disciplinary penalty begins after the transfer order is issued but before this job begins, the benefit for the days when the person was supposed to perform the other job is computed according to the wage rate (salary).

There are cases where disability or pregnancy and childbirth leave begins at a time when a person is temporarily replacing another person with a higher salary and the term of this replacement work is not established. In such cases the benefit is paid according to the higher earnings until the day that the person being replaced returns to the job.

The new law also establishes additional steps to limit the provision of benefits to truant workers and persons who commit crimes. Workers and employees who have been absent without justification right before an illness are deprived of the benefit from the day of truancy and for a term established by the trade union committee of the enterprise (institution, organization) or its social insurance commission, which grants the benefit. As we see, the same sanction is applied in this case as in the case of a person who violates the regimen established by the doctor.

Persons who have received injuries or other health impairments during the commission of crimes do not receive the benefit for the period of temporary disability resulting from these causes.

In conclusion it should be noted that the above-mentioned decree of the USSR Council of Ministers and the AUCCTU envisions that higher-ranking economic organs as well as trade unions will monitor correct expenditure of state social insurance money to pay benefits. This puts into law the practice of departmental monitoring in the social insurance field. This monitoring is concerned with correct deduction of insurance contributions by enterprises (organizations) and correct payment of pensions to working pensioners. Trade union and economic organs together should see that these norms are observed and strive to make monitoring of correct expenditure of this money effective. In this respect precise application of the law on the material accountability of specific persons responsible for the incorrect expenditure of state money is important.

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GENERAL

IMPROVEMENT OF SOCIAL INSURANCE BENEFITS NOTED

Moscow OKHRANA TRUDA I SOTSIAL'NOYE STRAKHOVANIYE in Russian No 2, Feb 85 pp 2-3

[Article by N. Trofimyuk, head of the department of state social insurance of the AUCCTU: "The State Social Insurance Budget"]

[Text] During the years of the 11th Five-Year Plan there was continued refinement and development of state social insurance.

A 20-percent supplement to the pension for continuous years of service and a partially paid leave to care for a child until it reaches the age of one year were instituted and grants for the birth of a child were increased in amount and are paid under more advantageous conditions.

The minimum pension amounts for workers and employers were raised, the issuance of free passes for parents sending their children to Pioneer camps increased from 20 to 50 percent, and so on.

The decree of the USSR Council of Ministers and AUCCTU adopted in February 1984 and entitled "State Social Insurance Grants" gave a number of additional benefits to certain categories of working people.

One of the main thrusts of the activity of our trade unions with respect to social insurance is health protection, prevention, and reducing the incidence of illness among working people. Trade union councils and committees have begun devoting more attention to development of the material base of public health, raising the effectiveness of treatment and preventive work, and organizing preferential medical care for the working people of industrial enterprises and rural areas. The decree of the CPSU Central Committee and USSR Council of Ministers entitled "Further Steps to Improve the Protection of Public Health" serves as one guideline. It stresses that further improving medical service to working people is a job not only for public health organs, but also for other sectors of the economy and their trade union activists.

Thanks to the persistent joint actions of party organizations, managers, trade unions, and public health organs, the average annual level of temporary disability was reduced by 34 days per 100 working people in the first three years of the current five-year plan as compared to the 10th Five-Year Plan. This made it possible to reduce expenditures for payment of illness grants by 780 million rubles in three years and to cut average weekly failures to appear for work by 145,700 persons.

The state social security budget for 1985 has been ratified. It is about 49 billion rubles for the country as a whole and, in accordance with the law, supports the financing of all social insurance measures. The budget envisions further growth in the average amounts of grants and pensions that depend on the level of working people's earnings and an expansion of healthful vacations for workers, employees, and rural working people at sanatoriums, preventive health institutions, and recreation establishments and for their children at Pioneer camps. Working people will receive 2.7 billion rubles more in payments and benefits from state social insurance capital this year than they did last year. And compared to 1980 working people and members of their families this year will be given 1.8 million more passes of all kinds and their children will receive 2 million more passes to Pioneer camps (including 200,000 more passes to sanitarium-type camps).

These figures reaffirm the constant concern of the CPSU and the Soviet Government for the well-being and health of our people. They tell of the enormous work done by trade union councils and committees, who directly manage state social insurance. Many trade union councils and committees in the Ukrainian and Belorussian SSR's, the Tatarskaya ASSR, Perm and Chelyabinsk oblasts and others, working jointly with public health and social security organs and economic organizations are achieving good results and have been awarded numerous prizes of the AUCCTU for attaining the best indicators in protecting the health of working people and carrying out the state social insurance budget.

It is important to note that forms and methods of work that have proven themselves in practice in all areas of social insurance and the useful know-how of the best trade union councils and committees, commissions, and activists have been disseminated widely in trade union organizations and used effectively on behalf of the health and well-being of Soviet people.

The social insurance budgets and estimates of trade union councils and committees for the current year have now been worked out. It is essential from the start of the year, on the basis of thorough analysis of what has already been achieved, the successes and failures of past years, to implement a program of steps and strive for high-quality performance of both income and expense sub-headings. This is even more significant because, although the budget indicators as a whole are realistic, they are also quite demanding.

The questions of financial accounts with insured persons and fulfilling the plan for receipt of insurance premiums demand the fixed attention of trade union councils and committees, financial workers, and economists. The results of performance of the 1984 budget testify to the existence of shortcomings and unused reserves in the matter. Certain trade union councils and committees tolerate the situation where the indebtedness of insured persons remains high and its level continues to grow.

It is absolutely intolerable also for the debt of trade union organizations to insured persons to grow. Yet sometimes, even when they have surplus insurance premiums, trade union committees do not promptly settle accounts with enterprises for social insurance costs incurred by them and this worsens their financial situation.

The low level of financial work in certain trade union councils and committees is also indicated by the fact while the indebtedness of trade union organizations to insured persons grows and a number of trade union councils are not fulfilling their plans for transferring money to the AUCCTU, some trade union bodies are keeping significant budget amounts in their accounts and are in no hurry to pay off indebtedness on time. Such shortcomings are characteristics of the Georgian SSR, Volgograd and Karelian oblast, and certain other trade union councils.

We cannot tolerate a situation where selective inspections and audits discover enterprises and organizations where tens and even hundreds of thousands of rubles of insurance premiums have not been paid and, because of poor monitoring of strict compliance with existing norms and rules, plans of receipts for passes and other income are not fulfilled.

Therefore, the main thing is not to look for objective reasons for failure to fulfill the established indicators, but to insure constant monitoring of full charging and collection of insurance premiums according to the law, a significant reduction in the indebtedness of insured persons and trade union organizations, and stronger sanctions against enterprises and organizations for violations committed in social insurance matters.

The indicator of temporary disability per 100 working persons is exceptionally important in the budget. It is a significant measure of the effectiveness of work by trade unions, public health organs, and economic organization to protect the health of working people and prevent illness.

The indicators of temporary disability for 1985 envisioned by the budget will not be an easy goal to attain, but they are realistic. They are set at the level actually achieved in 1983.

As already noted, although there has been a decline in the average annual level of temporary disability, losses from illness are still large. The incidence of illness has risen in the last two years in certain republic and oblasts and for certain sectorial trade unions. Among them are Moldavia, Tajikistan, and Turkmenistan, Novgorod, Novosibirsk, and Yaroslavl oblasts in the RSFSR, and the central committees of the trade unions of aviation industry, trade and consumer cooperatives, ship building industry, radioelectronics industry, and other employees.

The central committees and councils of the trade unions, together with medical personnel and economic managers, must thoroughly analyze the results of past years, clarify the causes of growth in temporary disability, and take steps to reduce it. They will have to receive help from official doctors, social insurance commissions, engineer-physician brigades, and insurance activists.

Practical work to enhance preventive steps and lower the incidence of illness should be done on both the sectorial and territorial principles and at all levels, above all in the primary element, the labor collectives. There are more than enough areas of work here: building medical-sanitary sections, plant polyclinics, and preventive sanitariums; strictly monitoring the work of preventive and treatment institutions; seeing that the issuing and payment of

sick slips is done correctly; eliminate the factors that increase the incidence of colds, and so on.

There are significant reserves for further development and increasing the effectiveness of health resort services to Soviet people.

Among the trade union councils whose example in this should be followed are the Kostroma, Kemerovo, and Sverdlovsk councils as well as numerous others. Each year they broaden the level of health services to the population at a substantial rate, attract enterprise capital for share participation in the construction of health facilities, actively develop the system of preventive health institutions and Pioneer camps, and use social insurance capital to support health resort treatment and recreation for working people and members of their families.

However, there are trade union councils and committees which are not showing the necessary initiative and persistence. The Moscow and Omsk oblast, Estonian SSR, and numerous other councils are far from making full use of allocated capital to organize health resort services. The Tajik SSR and Ryazan and Tambov oblast trade union councils and others are not developing their systems of preventive sanitariums adequately.

These trade union councils should draw the correct conclusions. Life demands unflagging attention to the construction of new sanitariums and preventive facilities and rebuilding and fixing up small health establishments; it also demands unconditional fulfillment of established plans for all types of health services to working people and members of their families. We must constantly improve the work of existing health facilities, take steps to make treatment more effective, and eliminate existing shortcomings.

As we know, in recent years the AUCCTU has taken a number of steps to straighten out the planning, distribution, and issuing of passes for health resort treatment and recreation.

Nonetheless, it does happen, for example in Bryansk, Kurgan, and Tomsk oblasts, that the established percentage of sanitarium passes to be given to workers is not followed. In a number of republics and oblasts there are shortcomings in the distribution of passes, significant underuse of health facilities, and complaints about the organization of service and treatment at them. These things indicate the inattention to these problems and lack of discipline of certain trade union councils and employees of resorts and health facilities, who do not carry out AUCCTU requirements. No violations whatsoever should be permitted.

In recent years the AUCCTU has adopted decisions to broaden the privileges of invalids and participants of the Great Patriotic War in health resort treatment. This makes it even more intolerable when certain trade union councils and committees do not give all the proper passes to invalids, use the one-percent reserve of passes designated specially for participants of the war in sectorial committees for other purposes, and show insensitivity and lack of concern for these deserving people.

On the eve of the radiant holiday, the 40th anniversary of the Great Victory, it is particularly important to improve health resort treatment for veterans significantly, to identify all participants of the war who need such treatment, provide them with passes to the best health facilities and house them in the most comfortable and well-appointed tents, and create conditions for medical and cultural-domestic services on the proper level.

The central committees and councils of the trade unions will have to do a great deal of work to carry out the decree of the USSR Council of Ministers and the AUCCTU on building dormitories for industrial associations (enterprises).

So the trade unions face large and difficult tasks in management of social insurance this year. The success of the work will depend largely on how the trade union councils and committees are able to define various aspects of the work and involve insurance activists, economic and medical organs, and the broad masses of working people in it.

The monitoring-auditing service and monitoring in general have a very significant role in all areas of social insurance. Comrade K. U. Chernenko, in his speech at the all-Union conference of people's controllers, convincingly demonstrated the importance of monitoring.

Unfortunately, there are still many shortcomings and violations in the use of social insurance capital. Therefore, improving the work of the monitoring-auditing apparatus, using other specialists in audits and inspections, taking practical steps to vitalize the activity of auditing commissions, commissions on social insurance, commissions on pension matters, and the aktiv, and organizing departmental monitoring -- these are all timely steps and should certainly produce positive results.

The problems of correct and economical expenditure of capital are especially critical. This demands great stubbornness and persistence to establish orderly procedures in payments and expenditure of capital for all budget sub-headings and to enhance the accountability of trade union employees and economic managers in matters of correct expenditure of social insurance capital.

It would be wise to give publicity to social insurance work more often and broadly, report regularly to the working people on expenditure of capital, and provide information on the incidence of illness, distribution of passes, and the like.

In management of social insurance it is essential to make better use of the potential of collective contracts and see that the bilateral agreements reflect the basic indicators of development of the material base of public health and health resort treatment, reduction in the incidence of illness, broadening of the scale of all types of public health work, and an enlargement of the role and responsibility of the working people themselves for preserving and building up their health.

Socialist competition has now unfolded throughout the country to successfully fulfill the assignments of the concluding year and of the five-year plan as a

whole and to greet the 27th CPSU Congress and the 40th anniversary of the Great Victory of the Soviet People in the Great Patriotic War in a worthy fashion. There is no doubt that the trade union councils and committees and the millions of insurance activists will do everything possible to fulfill the tasks facing them with honor.

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MISCELLANEOUS STATISTICS ON DEMOGRAPHY, EDUCATION, INSURANCE

Moscow VESTNIK STATISTIKI in Russian No 1, Jan 85 pp 62-79

[Article: "Helping the Agitator and Propagandist"]

[Excerpts] Women and men have the same rights in the USSR.

These rights are put into effect through the granting of the same possibilities to women that men have to receive an education and occupational training, to work and be compensated for it, to be promoted and to take part in socio-political and cultural activities as well as through special measures to protect the labor and health of women and through the creation of conditions that allow women to combine labor with motherhood. Also provided for are the legal protection and the material and moral support of motherhood and childhood, including the granting of paid leave and other privileges to pregnant women and mothers and the gradual reduction of the working time of women with small children.

Article 35
Constitution of the USSR

One of the most important and noble tasks in the construction of communist society is that of ensuring a happy childhood for each child.

CPSU Program

Table 1. Number of Women in the USSR (at the beginning of the year)

<u>Year</u>	<u>Number of Women in Millions</u>	<u>Women in Percent of the Total Population</u>
1939	99.3	52.1
1959--according to 15 January census . .	114.8	55.0
1970--according to 15 January census . .	130.3	53.9
1979--according to 17 January census . .	140.1	53.4
1984	145.5	53.1

Table 2. Number of Women in the Union Republics

	Численность женщин, (1) тыс. человек				Процент женщин в общей численности населения (2)			
	1939	1959	1970	1984	1939	1959	1970	1984
(3) СССР	99 273	114 777	130 321	145 533	52	55	54	53
(4) РСФСР	57 276	65 109	70 754	76 199	53	55	54	54
(5) Украинская ССР	21 107	23 294	25 821	27 371	52	56	55	54
(6) Белорусская ССР	4 595	4 474	4 864	5 267	52	56	54	53
(7) Узбекская ССР	3 069	4 222	6 055	8 886	48	52	51	51
(8) Казахская ССР	2 920	4 881	6 746	8 083	48	53	52	52
(9) Грузинская ССР	1 775	2 179	2 484	2 730	50	54	53	53
(10) Азербайджанская ССР	1 562	1 941	2 634	3 330	49	52	51	51
(11) Литовская ССР	1 499	1 466	1 660	1 871	52	54	53	53
(12) Молдавская ССР	1 237	1 551	1 907	2 147	50	54	53	53
(13) Латвийская ССР	998	1 174	1 283	1 389	53	56	54	54
(14) Киргизская ССР	716	1 091	1 532	1 989	49	53	52	51
(15) Таджикская ССР	715	1 016	1 474	2 208	48	51	51	51
(16) Армянская ССР	634	921	1 275	1 670	49	52	51	51
(17) Туркменская ССР	607	786	1 096	1 581	48	52	51	51
(18) Эстонская ССР	563	672	736	812	53	56	54	53

Key:

1. Number of women, in thousands
2. Women in percent of the total population
3. USSR
4. RSFSR
5. Ukrainian SSR
6. Belorussian SSR
7. Uzbek SSR
8. Kazakh SSR
9. Georgian SSR
10. Azerbaijan SSR
11. Lithuanian SSR
12. Moldavian SSR
13. Latvian SSR
14. Kirghiz SSR
15. Tajik SSR
16. Armenian SSR
17. Turkmen SSR
18. Estonian SSR

In prerevolutionary Russia, women not only had no right to vote but they were also completely deprived of many other civil and political rights or substantially limited in them.

The Great October Socialist Revolution provided for the full equality of rights of women in socialist society. The USSR is unwaveringly carrying out the Leninist principle of the large-scale inclusion of women in the administration of the state.

Women make up almost one-third of the USSR Supreme Soviet, the highest agency of state authority. Not a single capitalist country in the world has such an extensive representation of women in parliament. In the parliaments of all of the countries of the "Common Market" combined, there are fewer women than in the USSR Supreme Soviet. At the present time in the U.S. Congress, there are only 23 women, or 4 percent, and there are only 2 in the Senate, the upper chamber.

Table 3. Number of Women Deputies of the USSR Supreme Soviet, the Supreme Soviets of the Union and Autonomous Republics and Local Soviets of People's Deputies

<u>Body</u>	<u>Number of women deputies</u>	<u>Percent of women in the total number of deputies</u>
USSR Supreme Soviet (1984 elections)	492	33
Council of the Union	233	31
Council of Nationalities	259	35
Supreme soviets of the union republics (1980 elections)	2,417	36
Supreme soviets of the autonomous republics (1980 elections)	1,382	40
Kray, oblast, okrug, rayon, city, community and rural soviets of people's deputies (1982 elections)	1,145,744	50

Soviet authority has established all of the conditions for the active participation of women in all sectors of the national economy. In 1984, the highest percentage of women in the total number of workers and employees was 83 percent in trade and public eating facilities; 82 percent in health services, physical education and social security; 75 percent in education; and 74 percent in culture.

In the United States, according to the latest published data, women account for 6 percent of the total number of engineers, 15 percent of lawyers, and 12 percent of scientists. Approximately 80 percent of working American women are employed in the lowest-paying jobs.

In the capitalist world, unemployment is significantly higher among women than it is among men.

In prerevolutionary Russia, a very small number of women, mainly from the privileged strata of society, received an education in the higher and secondary specialized educational institutions.

In the USSR, women receive a higher and secondary specialized education on the same basis as men. In 1983, the number of women specialists with a higher or secondary specialized education employed in the national economy was 22 times greater than in 1940.

Of each 1,000 women employed in the national economy, 862 have a higher or secondary (complete and incomplete) education.

In the United States, during the 1980-81 academic year at medical schools, only 26 percent were young women, and 34 percent at law schools. In France, many higher educational institutions and vocational schools are essentially closed to young women. Higher education in Japan is the privilege of men.

Table 4. Number of Women Judges and Assessors of Rayon (City) People's Courts in the Union Republics at the Beginning of 1984

		Численность женщин—народных судей (1)	Процент женщин в общей численности народных судей (2)	Численность женщин—народных заседателей (3)	Процент женщин в общей численности народных заседателей (4)
(5)	СССР	3 839	36,8	405 726	54,9
(6)	РСФСР	2 545	41,2	254 760	56,7
(7)	Украинская ССР	524	30,1	56 396	53,4
(8)	Белорусская ССР	106	30,7	14 350	55,3
(9)	Узбекская ССР	108	31,2	11 663	44,1
(10)	Казахская ССР	181	31,4	22 172	52,2
(11)	Грузинская ССР	33	18,5	6 372	52,0
(12)	Азербайджанская ССР	32	20,8	4 117	38,9
(13)	Литовская ССР	56	36,8	5 627	53,6
(14)	Молдавская ССР	40	26,8	6 147	55,0
(15)	Латвийская ССР	63	53,4	5 386	58,5
(16)	Киргизская ССР	43	36,4	4 607	55,0
(17)	Таджикская ССР	27	25,0	4 077	53,2
(18)	Армянская ССР	17	21,0	3 092	48,4
(19)	Туркменская ССР	29	27,9	3 774	50,4
(20)	Эстонская ССР	35	47,3	3 186	59,4

Key:

1. Number of women judges of people's courts*
2. Percent women in total number of judges of people's courts
3. Number of women assessors of people's courts
4. Percent women in total number of assessors of people's courts
5. USSR
6. RSFSR
7. Ukrainian SSR
8. Belorussian SSR
9. Uzbek SSR
10. Kazakh SSR
11. Georgian SSR
12. Azerbaidzhan SSR
13. Lithuanian SSR
14. Moldavian SSR
15. Latvian SSR
16. Kirghiz SSR
17. Tajik SSR
18. Armenian SSR
19. Turkmen SSR
20. Estonian SSR

*Including chairmen of rayon (city) people's courts

Table 5. Average Annual Number of Women Workers and Employees in the National Economy

Годы (1)	Численность жен- щин—рабочих и слу- жащих, тыс. человек (2)	Процент женщин в общей числен- ности рабочих и служащих (3)	Годы (1)	Численность жен- щин—рабочих и служащих, тыс. человек (2)	Процент женщин в общей числен- ности рабочих и служащих (3)
1940	13 190	39	1975	52 539	51
1950	19 180	47	1980	57 569	51
1960	29 250	47	1984	59 700	51
1970	45 800	51			

Key:

1. Year
2. Number of women workers and employees, in thousands
3. Percent women in the total number of workers and employees

Table 6. Average Annual Number of Women Workers and Employees in the Union Republics (in thousands)

	1940	1960	1970	1975	1980	1983
(1) СССР	13 190	29 250	45 800	52 539	57 569	59 335
(2) РСФСР	9 024	19 588	28 585	32 027	34 314	34 995
(3) Украинская ССР	2 412	4 743	8 113	9 478	10 424	10 648
(4) Белорусская ССР	449	922	1 611	1 907	2 139	2 225
(5) Узбекская ССР	232	590	1 091	1 417	1 784	2 005
(6) Казахская ССР	277	1 121	2 200	2 593	2 942	3 088
(7) Грузинская ССР	171	374	634	781	902	956
(8) Азербайджанская ССР	165	282	518	640	768	844
(9) Литовская ССР	53	293	570	675	758	798
(10) Молдавская ССР	36	189	477	644	768	817
(11) Латвийская ССР	95	352	550	611	652	668
(12) Киргизская ССР	51	176	367	450	534	583
(13) Таджикская ССР	44	117	223	286	361	399
(14) Армянская ССР	52	161	346	445	552	598
(15) Туркменская ССР	67	114	189	232	293	322
(16) Эстонская ССР	62	228	326	353	378	389

Key:

- | | |
|--------------------|-------------------|
| 1. USSR | 9. Lithuanian SSR |
| 2. RSFSR | 10. Moldavian SSR |
| 3. Ukrainian SSR | 11. Latvian SSR |
| 4. Belorussian SSR | 12. Kirghiz SSR |
| 5. Uzbek SSR | 13. Tajik SSR |
| 6. Kazakh SSR | 14. Armenian SSR |
| 7. Georgian SSR | 15. Turkmen SSR |
| 8. Azerbaijan SSR | 16. Estonian SSR |

Table 7. Percent Women in the Average Annual Number of All Kolkhoz Farmers Employed in the Public Kolkhoz Sector in the Union Republics

	1960	1970	1980	1983
(1) CCCP	52	50	47	45
(2) РСФСР	53	49	44	42
(3) Украинская ССР	54	52	49	47
(4) Белорусская ССР	55	52	48	45
(5) Узбекская ССР	45	48	50	51
(6) Казахская ССР	43	40	39	38
(7) Грузинская ССР	47	48	51	51
(8) Азербайджанская ССР	47	46	51	51
(9) Литовская ССР	47	46	43	41
(10) Молдавская ССР	50	51	52	51
(11) Латвийская ССР	52	47	44	42
(12) Киргизская ССР	44	43	44	44
(13) Таджикская ССР	42	43	46	48
(14) Армянская ССР	43	44	46	45
(15) Туркменская ССР	50	48	49	49
(16) Эстонская ССР	56	47	42	41

Key:

- | | |
|--------------------|-------------------|
| 1. USSR | 9. Lithuanian SSR |
| 2. RSFSR | 10. Moldavian SSR |
| 3. Ukrainian SSR | 11. Latvian SSR |
| 4. Belorussian SSR | 12. Kirghiz SSR |
| 5. Uzbek SSR | 13. Tajik SSR |
| 6. Kazakh SSR | 14. Armenian SSR |
| 7. Georgian SSR | 15. Turkmen SSR |
| 8. Azerbaijan SSR | 16. Estonian SSR |

Table 8. Number of Women Specialists With a Higher or Secondary Specialized Education Employed in the National Economy*

Year	Total Number of Women With a Higher or Secondary Education, in Thousands	Including	Percent Women in the Total Number of Specialists With a Higher or Secondary Specialized Education
		With a Higher Education	With a Secondary Specialized Education
1941	864	312	36
1960	5,189	1,865	59
1970	9,900	3,568	59
1975	13,411	4,962	59
1980	16,956	6,410	59
1983	18,833	7,197	60

*The data are presented for one-time materials: 1 January for 1941, 1 December for 1960, and mid-November for 1970, 1975, 1980 and 1983.

Table 9. Number of Women Scientists (at Year-End, in Thousands)

	1960	1970	1975	1980	1981	1982	1983
(1) Всего женщин—научных работников в том числе имеют ученую степень:	128,7	359,9	488,3	548,1	562,5	574,2	577,3
(2) доктора наук	1,1	3,1	4,5	5,2	5,4	5,5	5,6
(3) кандидата наук	28,8	60,7	94,0	111,1	115,1	118,2	123,2
(4) Из общего числа женщин—научных работников имеют ученое звание:							
(5) академика, члена-корреспонден- та, профессора	0,7	1,8	2,4	3,0	3,1	3,1	3,2
(6) доцента	6,2	14,4	19,6	26,3	27,6	29,3	30,9
(7) старшего научного сотрудника	5,8	9,8	12,5	14,9	15,3	15,9	16,5
(8) младшего научного сотрудника и ассистента	13,6	24,3	22,3	19,1	17,9	18,3	18,9

Key:

1. Total women scientists--including those with the academic degree:
2. Doctor of sciences
3. Candidate of sciences
4. Of the total number of women scientists, those with the academic title:
5. Academician, corresponding member, or professor
6. Lecturer
7. Senior scientific worker
8. Junior scientific worker and assistant

In 1983, women accounted for 40 percent of the total number of scientific workers in the country, 14 percent of the doctors of sciences, and 28 percent of the candidates of sciences.

In 1983, 31,400 women were studying for their graduate degree, or 32 percent of the total number of post graduate students.

Table 10. Number of Women Scientists in the Union Republics at the End of 1983

	(1)	В том числе имеют ученую (2) степень		На общего числа женщин- научных работников имеют ученое звание				
		Всего	академику, члену-корреспонденту (5)			старшего научного сотрудника (7)	младшего научного сотрудника и стажера (9)	
				доктора наук (3)	кандидата наук (4)			
(10)	СССР	577 268	5 643	123 219	3 245	30 862	16 470	18 876
(11)	РСФСР	399 714	3 571	81 101	2 069	19 142	10 371	14 073
(12)	Украинская ССР	76 831	740	16 507	471	4 813	2 001	1 44
(13)	Белорусская ССР	15 845	102	3 386	67	1 093	483	660
(14)	Узбекская ССР	13 571	122	3 786	83	1 113	451	821
(15)	Казахская ССР	16 602	140	3 982	111	1 186	464	377
(16)	Грузинская ССР	11 184	199	3 103	118	785	696	357
(17)	Азербайджанская ССР	8 778	102	2 177	69	530	118	1 019
(18)	Литовская ССР	5 385	58	1 675	11	495	272	38
(19)	Молдавская ССР	3 762	43	1 080	26	235	136	35
(20)	Латвийская ССР	5 396	71	1 505	40	365	228	107
(21)	Киргизская ССР	3 656	36	935	34	205	177	
(22)	Таджикская ССР	3 391	28	790	27	207	125	99
(23)	Армянская ССР	8 493	80	1 874	51	391	390	335
(24)	Туркменская ССР	2 029	21	546	14	110	104	-
(25)	Эстонская ССР	2 631	30	764	24	192	151	196

Key:

- 1. Total
- 2. With the academic title
- 3. Doctor of sciences
- 4. Candidate of sciences
- 5. Women scientific workers with the academic title
- 6. Academician, corresponding member, or professor
- 7. Lecturer
- 8. Senior scientific worker
- 9. Junior scientific worker
- 10. USSR
- 11. RSFSR
- 12. Ukrainian SSR
- 13. Belorussian SSR
- 14. Uzbek SSR
- 15. Kazakh SSR
- 16. Georgian SSR
- 17. Azerbaijan SSR
- 18. Lithuanian SSR
- 19. Moldavian SSR
- 20. Latvian SSR
- 21. Kirghiz SSR
- 22. Tajik SSR
- 23. Armenian SSR
- 24. Turkmen SSR
- 25. Estonian SSR

Table 11. Number of Women Physicians of All Specialties (at year-end)

<u>Year</u>	<u>Thousands of People</u>	<u>Percent Women in the Total Number of Physicians</u>
1940	96.3	62
1960	327.1	76
1970	479.6	72
1980	683.1	69
1983	753.7	68

Women physicians account for more than half of all physicians.

In the United States, according to the latest published data, there are 54,300 women physicians, or 11.6 percent of the total number of physicians.

Table 12. Number of Women Teachers at Day General Education Schools (schools of the USSR Ministry of Education and the Ministry of Railways at the start of the academic year)

<u>Category</u>	<u>Number of Women Teachers (not counting multiple jobs), in Thousands</u>	<u>In Percent of the Total Number of Teachers</u>
All teachers (including school administrators)*		
1940-41	615	60
1950-51	999	70
1960-61	1,312	70
1970-71	1,669	71
1980-81	1,653	71
1982-83	1,689	72
1983-84--total	1,713	73
Including:		
Directors of primary schools	0.2	85
Directors of 8-year schools	16	41
Directors of secondary schools	21	36
Deputy directors of 8-year schools	13	65
Deputy directors of secondary schools	90	70
Teachers of classes 1-10 (11), excluding school teachers-		
administrators	1,452	81
Teachers of music, singing, designing, drawing, physical education and labor	121	37

*As a rule, school administrators simultaneously carry on teaching work.

In the 1940-41 academic year, women accounted for 60 percent of all teachers at the country's day general education schools, whereby the relative share of women directors of partial secondary schools was 12 percent. It was 13 percent of secondary school directors, 32 percent of deputy directors of partial secondary schools, and 30 percent of deputy directors of secondary schools.

Table 13. Percent Women Among All Students at Higher and Secondary Specialized Educational Institutions (at the start of the academic year)

		1960/61	1970/71	1982/83	1983/84
(1)	Процент женщин в составе студентов высших учебных заведений	43	49	52	53
(2)	из них в учебных заведениях:				
(3)	промышленности и строительства, транспорта и связи	30	38	42	42
(4)	сельского хозяйства	27	30	34	35
(5)	экономики и права	49	60	69	69
(6)	здравоохранения, физической культуры и спорта	56	56	58	58
(7)	просвещения, искусства и кинематографии	63	66	70	71
(8)	Процент женщин в составе учащихся средних специальных учебных заведений	47	54	57	58
(2)	из них в учебных заведениях:				
(3)	промышленности и строительства, транспорта и связи	33	40	44	44
(4)	сельского хозяйства	38	37	36	36
(5)	экономики и права	75	83	85	85
(6)	здравоохранения, физической культуры и спорта	84	87	90	91
(7)	просвещения, искусства и кинематографии	76	81	86	87

Key:

1. Percent women among students of higher educational institutions
2. Of these, in educational institutions of:
3. Industry and construction, transport and communications
4. Agriculture
5. Economics and law
6. Health services, physical education and sports
7. Education, art and cinematography
8. Percent women among students of secondary specialized educational institutions

Table 14. Percent Women Among All Students of Higher Educational Institutions in Individual Countries

<u>Country</u>	<u>Academic Year</u>	<u>Number of Women Among Students of Higher Educational Institutions</u>
USSR	1983-84	53.2
Bulgaria	1983-84	51.5
Hungary	1983-84	52.8
Vietnam	1982-83	28.7
GDR	1983-84	50.0
Mongolian People's Republic . . .	1982-83	57.3
Poland	1982-83	50.4
Romania	1983-84	41.4
CSSR	1982-83	42.8
Albania	1969-70	32.3
Laos	1980-81	26.0
Yugoslavia	1982-83	45.5
Austria	1982-83	41.3
Belgium	1980-81	44.1
Great Britain	1978-79	42.4
Denmark	1981-82	42.9
Egypt	1980-81	31.8
India	1978-79	25.3
Italy	1981-82	41.0
Netherlands	1981-82	32.2
Syria	1980-81	29.8
United States	1978-79	50.0
Turkey	1980-81	26.0
FRG	1982-83	43.3
France*	1977-78	47.6
Sweden	1981-82	55.3
Japan	1982-83	22.6

*at universities

Table 15. Number of Women Athletes (at the end of the year)

	1960	1970	1980	1983
Численность женщин, систематически занимающихся физкультурой и спортом:				
(1) млн. человек	17,9	24,4	33,5	34,9
(2) в процентах к общей численности занимающихся	36,6	39,6	43,1	39,9

Key:

1. Number of women systematically involved in physical education and sports, in millions
2. In percent of the total number involved

In 1983, 44 Soviet women were conceded the lofty title of world champion and 43 women were European champions.

At the present time, there are 66,000 women among staff workers (teachers and trainers) in physical education.

Table 16. Expenditures Under the USSR State Budget for the Payment of Assistance to Mothers and for Instructing and Attending to Children

	1940	1950	1960	1970	1980	1982	1983
Пособия по беременности и родам, многодетным и одиноким матерям, на рождение ребенка, по уходу за ребенком до одного года и на детей малообеспеченных семьям							
(1)	179	542	1 005	1 301	2 621	3 319	4 429
Расходы на обслуживание детей в детских домах, яслях, садах, яслих-садах, пионерских лагерях и учреждениях по внешкольной работе с детьми ¹	423	1 283	1 725	4 298	7 261	8 012	8 167
Расходы на содержание начальных, восьмилетних, средних школ и школ-интернатов ¹	858	1 972	3 135	6 604	8 705	9 328	9 481

Key:

1. Aid for pregnancy and birth, for mothers with many children and unmarried mothers, for the birth of a child, to care for a child until it is 1 year old, and for the children of families inadequately provided for
2. Expenditures for attending to children in children's homes, day nurseries, kindergartens, nurseries-kindergartens, Pioneer camps, and institutions for the out-of-school work with children (not including expenditures for capital investments)
3. Expenditures for the maintenance of primary, 8-year and secondary schools and boarding schools (not including expenditures for capital investments)

Besides the funds of the state budget, funds of state, cooperative, trade-union and other public organizations and kolkhoz funds are expended for the care of children. Thus, in 1983, 4.8 billion rubles were spent for aid for pregnancy and birth, for mothers with many children and unmarried mothers, for the birth of a child, to care for children until the age of one, and for the children of families inadequately provided for, and 8.3 billion rubles were expended to care for children in children's homes, nurseries, kindergartens, nurseries-kindergartens, Pioneer camps, and institutions for the out-of-school work with children.

In 1973, aid was established for working women to cover their pregnancy and delivery equal to their full wages regardless of length of service and there was an increase in the number of paid days to care for a sick child. Beginning 1 Nov, 1974, aid was established for the children of working families inadequately provided for.

Measures have been carried out to increase state aid to families with children. Beginning in 1981, state aid was increased to single mothers and a supplementary 3 days of paid leave was introduced for women with two or more children up to 12 years of age, as was leave to care for children with no retention of wages for up to 2 weeks upon agreement with the administration. Beginning in November 1983, partially paid leave was introduced everywhere for the care of children through the age of 1 year, as was supplementary leave without retention of wages until the child reaches the age of 18 months and the payment of a lump-sum state grant on the occasion of the birth of a child.

In 1983, additional benefits were introduced in the payment of travel orders to Pioneer camps. Half of the travel orders are granted free of charge and the remainder with payment of 20 percent of the cost. The free provision of textbooks to students of general education schools has been completely assimilated.

Beginning in January 1984, single mothers and families with a mean total income per family member of no more than 60 rubles a month were freed from any payment for the keeping of children in boarding institutions and some expenditure norms were raised for their support.

The payment of grants for children of needy families with an average monthly income per family member of no more than 75 rubles was introduced in the regions of the Far East and Siberia, in the northern regions of the country (in Karel'skaya ASSR and Komi ASSR and in Arkhangel'sk and Murmansk oblasts) as well as in Vologda, Novgorod and Pskov oblasts.

In June 1984, higher food standards were established for children in children's preschool institutions as was a new scale of payments for supporting children in these institutions. It was established that payment for the support of children in these preschool institutions is not required of parents in whose family the average total monthly income per family member does not exceed 60 rubles. Payment for keeping children in these institutions is reduced by 50 percent for parents with four or more children.

Table 17. Number of Mothers With Many Children Who Are Receiving Monthly State Aid (thousands of mothers)

		1945	1950	1960	1970	1980	1983
(1)	Всего многодетных матерей, получающих пособие	844	3 079	3 455	3 211	2 150	1 921
(2)	в том числе:						
(2)	с четырьмя детьми	287	1 449	1 660	1 172	717	731
(3)	с пятью детьми	181	839	899	782	472	420
(4)	с шестью детьми	100	440	484	546	325	271
(5)	с семью и более детьми . . .	276	351	412	711	636	499

Key:

- | | |
|---|--------------------------------|
| 1. Total mothers with many children receiving aid | 3. With five children |
| 2. Including: with four children | 4. With six children |
| | 5. With seven or more children |

Mothers with three children receive a monthly grant from the state with the birth of the fourth and each subsequent child.

Mothers with two children receive a lump-sum grant from the state with the birth of the third and each subsequent child.

In the 11th Five-Year Plan, with the purpose of increasing state aid to families, the payment of one-time state aid in the amount of 50 rubles was introduced for mothers working or studying full-time with the birth of the first child and 100 rubles with the birth of the second and third child, retaining the existing scale of aid for the birth of the fourth and subsequent children.

Women giving birth to five or more children and bringing them up to the age of eight have additional benefits in their pension coverage.

Table 18. Number of Mothers With Many Children Who Have Been Awarded the Honorary Title of "Mother-Heroine" and the Number of Decorations of Such Mothers With the Order "Maternal Glory" and the Medal "Medal of Maternity" (in thousands)

Award	July 1944 through <u>1949</u>	1950 through <u>1983</u>	Total
Awarded the honorary title of "Mother-Heroine"	31	340	371
Number of decorations with the order "Maternal Glory":			
First degree	67	686	753
Second degree	193	1,315	1,508
Third degree	468	2,318	2,786
Number of decorations with the medal "Medal of Maternity":			
First degree	754	3,748	4,502
Second degree	1,434	6,025	7,459

The woman-mother enjoys national respect in the USSR. Mothers giving birth to and bringing up 10 children are awarded the honorary title "Mother-Heroine" with the presentation of the order "Mother-Heroine."

To decorate mothers giving birth to and bringing up seven, eight or nine children, the order "Maternal Glory" was established, and the medal "Medal of Maternity" was established to decorate women giving birth to and bringing up five or six children.

Table 19. General-Health Aid to Women (at year-end, in thousands)

Type of Aid	1940	1960	1970	1980	1983
Number of beds (medical and obstetric) for pregnant women and those giving birth	147.1	213.4	223.8	230.4	240.2
Number of dispensaries for women, children's outpatient clinics, and other clinics (independent and included in other institutions)	8.6	16.4	21.0*	24.3*	26.8*

*The number of dispensaries for women was 9,700 in 1970, 10,400 in 1980 and 11,000 in 1983; the number of children's outpatient clinics and other clinics was 11,300 in 1970, 13,900 in 1980 and 15,800 in 1983.

Table 20. Number of Beds (Medical and Obstetric) for Pregnant Women and Those Giving Birth in the Union Republics (at year-end, in thousands)

	1940	1960	1970	1980	1983
(1) СССР	147,1	213,4	223,8	230,4	240,2
(2) РСФСР	90,7	112,9	110,3	113,1	117,0
(3) Украинская ССР	35,0	48,9	45,1	39,7	40,0
(4) Белорусская ССР	5,4	6,7	6,9	7,3	7,6
(5) Узбекская ССР	2,8	8,7	13,4	19,2	22,2
(6) Казахская ССР	4,3	11,9	16,3	16,4	17,1
(7) Грузинская ССР	1,9	3,9	4,4	4,3	4,3
(8) Азербайджанская ССР	2,0	3,3	5,6	6,6	6,9
(9) Литовская ССР	0,4	2,4	2,5	2,5	2,5
(10) Молдавская ССР	0,6	4,2	4,5	3,6	3,9
(11) Латвийская ССР	0,8	1,7	1,4	1,6	1,6
(12) Киргизская ССР	0,8	2,6	4,0	4,5	4,6
(13) Таджикская ССР	0,6	1,4	2,9	4,0	4,8
(14) Армянская ССР	0,7	2,2	2,8	2,8	2,7
(15) Туркменская ССР	0,8	1,7	2,8	3,8	3,9
(16) Эстонская ССР	0,3	0,9	0,9	1,0	1,1

Key:

- | | |
|--------------------|-------------------|
| 1. USSR | 9. Lithuanian SSR |
| 2. RSFSR | 10. Moldavian SSR |
| 3. Ukrainian SSR | 11. Latvian SSR |
| 4. Belorussian SSR | 12. Kirghiz SSR |
| 5. Uzbek SSR | 13. Tajik SSR |
| 6. Kazakh SSR | 14. Armenian SSR |
| 7. Georgian SSR | 15. Turkmen SSR |
| 8. Azerbaijan SSR | 16. Estonian SSR |

The protection of motherhood in the USSR is ensured through a state system of special institutions (maternity homes, maternity departments of hospitals, dispensaries for women, etc) in which is placed the concern for the health of women. Medical health is free to the woman-mother, as it is to the entire population.

In 1983, there were 240,000 medical and obstetric beds for pregnant women and women giving birth, whereas there were 147,000 such beds in 1940.

In prerevolutionary Russia, there were only 9 dispensaries serving women and children. In 1940, there were already 8,600 women's dispensaries, children's outpatient clinics and other clinics, and by the end of 1983, there were 27,000, or three times as many as in 1940.

At the present time, practically all women are provided medical help in giving birth. Prior to the revolution, only a little over 5 percent of pregnant women received medical assistance in delivery.

Table 21. General-Health Aid to Children (at year-end, in thousands)

	1940	1950	1960	1970	1975	1980	1983
(1) Число коек для детей в больничных учреждениях	89,7	133,1	260,1	462,2	529,3	567,2	584,9
(2) Число коек в детских санаториях ¹	94,9 ²	94,6	120,0	154,1	162,5	166,8	169,9
(3) Численность лечившихся в детских санаториях (за год)	390,3	370,8	369,2	518,2	628,5	686,5	728,3

Key:

1. Number of beds for children in hospital institutions
2. Number of beds in children's sanatoria¹
3. Number of patients in children's sanatoria (per year)

-
1. In the busiest month
 2. 1939

In the first days of its existence, the Soviet state concerned itself fully with the health of the people and established a free medical service for the entire population. The state pays particular attention to the health of children.

To a considerable degree, the medical care of children is directed toward the prevention of disease. Treatment and preventive care is carried out in outpatient clinics, at home, in preschool institutions, in schools, and elsewhere.

The basic form of work of the children's outpatient clinic is clinical examination and treatment, a main element of which involves overall preventive examinations. The carrying out of preventive measures helps to preserve and further improve the health of children, ensuring their proper physical and mental development.

Table 22. Number of Beds in Children's Sanatoria in the Union Republics
(in thousands)

		1939	1960	1970	1980	1983
(1)	СССР	94,9	120,0	154,1	166,8	169,9
(2)	РСФСР	52,0	63,3	82,0	87,0	87,4
(3)	Украинская ССР	26,2	28,2	34,2	37,4	38,7
(4)	Белорусская ССР	3,3	2,4	2,9	3,4	3,9
(5)	Узбекская ССР	3,6	6,4	8,2	11,0	12,5
(6)	Казахская ССР	2,9	3,7	6,9	8,0	8,5
(7)	Грузинская ССР	1,9	2,3	2,4	2,8	2,4
(8)	Азербайджанская ССР	2,5	3,6	4,0	3,0	2,9
(9)	Литовская ССР	0,1	1,4	2,0	1,7	1,7
(10)	Молдавская ССР	0,6	0,6	1,1	1,1	1,1
(11)	Латвийская ССР	0,3	1,6	1,8	1,7	1,7
(12)	Киргизская ССР	0,2	0,8	2,1	2,7	2,9
(13)	Таджикская ССР	0,2	0,7	1,8	2,7	2,7
(14)	Армянская ССР	0,4	1,7	1,9	2,5	2,2
(15)	Туркменская ССР	0,7	1,5	1,7	1,2	0,9
(16)	Эстонская ССР	—	1,8	1,1	0,6	0,4

Key:

- | | |
|--------------------|-------------------|
| 1. USSR | 9. Lithuanian SSR |
| 2. RSFSR | 10. Moldavian SSR |
| 3. Ukrainian SSR | 11. Latvian SSR |
| 4. Belorussian SSR | 12. Kirghiz SSR |
| 5. Uzbek SSR | 13. Tajik SSR |
| 6. Kazakh SSR | 14. Armenian SSR |
| 7. Georgian SSR | 15. Turkmen SSR |
| 8. Azerbaijan SSR | 16. Estonian SSR |

Table 23. Preschool Institutions (at year-end, in thousands)

		1940	1950	1960	1970	1975	1980	1982	1983
(1)	Число постоянных дошкольных учреждений	46,0	45,2	70,6	102,7	115,2	127,7	132,8	135,5
(2)	в том числе:								
	детские ясли	22,0	19,6	27,0	19,6	15,8	12,1	11,1	10,6
(3)	детские сады	24,0	25,6	37,4	35,4	34,1	32,0	31,0	30,7
(4)	детские ясли-сады	—	—	6,2	47,7	65,3	83,6	90,7	94,2
(5)	Численность детей в постоянных дошкольных учреждениях	1 953	1 788	4 428	9 281	11 523	14 337	15 093	15 483
(6)	в том числе:								
	в детских яслях	781	619	1 313	1 181	1 053	873	794	756
(7)	в детских садах	1 172	1 169	2 756	2 791	2 591	2 387	2 237	2 165
(8)	в детских яслях-садах	—	—	359	5 309	7 879	11 077	12 062	12 562

Key:

1. Number of permanent preschool institutions
2. Including: children's nurseries
3. Kindergartens
4. Nurseries-kindergartens
5. Number of children in permanent preschool institutions
6. Including: in children's nurseries
7. In kindergartens
8. In nurseries-kindergartens

Table 24. Number of Children in Permanent Preschool Institutions in the Union Republics (at year-end, in thousands)

<u>Republic</u>	1940	1960	1970	1980	1982	1983
USSR	1 953	4 428	9 281	14 337	15 093	15 483
RSFSR	1 266	3 038	5 166	8 149	8 580	8 784
Ukrainian SSR	319	589	1 574	2 444	2 498	2 526
Belorussian SSR	64	98	274	498	532	547
Uzbek SSR	74	173	348	915	1 026	1 102
Kazakh SSR	37	170	564	877	926	950
Georgian SSR	48	58	116	169	173	175
Azerbaijan SSR	57	53	111	147	153	155
Lithuanian SSR	14	21	80	152	168	174
Moldavian SSR	5	28	91	266	279	287
Latvian SSR	6	26	72	114	119	122
Kirghiz SSR	7	36	90	151	159	165
Tajik SSR	8	32	68	109	116	121
Armenian SSR	18	33	90	135	141	144
Turkmen SSR	25	52	78	138	137	144
Estonian SSR	5	21	59	83	86	87

Besides the permanent preschool institutions, seasonal preschool institutions are organized during the summer period. In 1980, 1 million children were cared for.

Today more than 15 million children attend preschool institutions in the USSR. Of the total sum of expenditures for their support, parents pay only 20 percent and the rest is reimbursed by the government. All such institutions in capitalist countries must be paid for and require substantial expenditures by parents for the support of their child there.

Of the 7 million young children of working mothers in the United States in 1980, 5.4 million had to be put in the care of nursemaids or left at home without supervision.

Table 25. Day General Education Schools (at the start of the academic year)

		1940/41	1960/61	1970/71	1975/76	1980/81	1983/84
(1)	Число школ—всего, тыс. в том числе:	191,5	199,2	174,6	149,5	132,5	130,2
(2)	в городских поселениях	21,5	31,0	33,2	32,5	31,9	32,4
(3)	в сельской местности	170,0	168,2	141,4	117,0	100,6	97,8
(4)	Из них средних школ—всего в том числе:	18,8	29,2	44,2	51,5	56,2	59,5
(5)	в городских поселениях	8,9	13,8	19,3	22,0	23,3	24,0
(6)	в сельской местности	9,9	15,4	24,9	29,5	32,9	35,0
(7)	Численность учащихся—всего, млн.	34,8	33,4	45,4	42,6	39,5	40,4
(8)	в том числе:						
(9)	в городских поселениях	10,8	16,1	23,0	22,3	22,1	23,6
(10)	в сельской местности	24,0	17,3	22,4	20,3	17,4	16,8
(11)	Из общего числа учащихся 9— 10 (11) классов—всего в том числе:	1,2	1,5	4,8	6,2	5,3	4,7
(12)	в городских поселениях	0,7	1,0	2,8	3,4	2,8	2,5
	в сельской местности	0,5	0,5	2,0	2,8	2,5	2,2

Key:

1. Total number of schools, in thousands
2. In urban communities
3. In rural areas
4. Total secondary schools
5. In urban communities
6. In rural areas
7. Total number of students, in millions
8. In urban communities
9. In rural areas
10. Total number of students in grades 9-10 (11)
11. In urban communities
12. In rural areas

Four out of five children and adolescents in prerevolutionary Russia did not have the opportunity to study in school. In 1910, universal compulsory

primary education was introduced in the USSR. At the present time, universal compulsory secondary education is being implemented everywhere. At the start of the 1983-84 school year, there were 40.4 million students in day general education schools as opposed to 9.7 million in the 1914-15 school year.

The Basic Directions of the reform of the general education and vocational schools approved by the April (1984) CPSU Central Committee Plenum and the USSR Supreme Soviet further developed the Leninist ideas on the unified, labor and polytechnic school and outlined the strategic line of the party in the area of education in accordance with the principles of the 26th CPSU Congress and the June (1983) and February (1984) CPSU Central Committee plenums.

It is planned to implement the basic measures of the school reform gradually in the course of the 11th and 12th five-year plans with consideration given to national peculiarities and local conditions.

About 11 billion rubles are allocated in the state budget to carry out the reform. Of this amount, 3.5 billion rubles on an annual basis will go to increase the wages of education workers.

Table 26. Extended-Day Schools (at the start of the academic year)

Годы (1)	(2) число школ про- дленного дня и школ с группами продлен- ного дня, тыс.	(3) в том числе		(6) Числен- ность уча- щихся в группах продлен- ного дня, млн.	(7) в том числе	
		(4) в город- ских посе- лениях	(5) в сель- ской мест- ности		(8) в город- ских посе- лениях	(9) в сель- ской мест- ности
1960/61	11,7	8,4	3,3	0,6	0,5	0,1
1970/71	64,3	24,8	39,5	5,2	2,7	2,5
1980/81	82,3	27,3	55,0	10,7	5,5	5,2
1982/83	83,8	27,7	56,1	11,8	6,1	5,7
1983/84	84,8	28,0	56,8	12,4	6,4	6,0

Key:

1. Year
2. Number of extended-day schools and schools with extended-day groups, in thousands
3. Including
4. In urban communities
5. In rural areas
6. Number of students in extended-day groups, in millions
7. Including
8. In urban communities
9. In rural areas

At the present time, one of three students of grades one through eight and the preparatory grades are in extended-day groups.

State Expenditures for Education, Social Security and
Social Insurance in the USSR

Table 1. Expenditures for Education and the Upbringing of Children (millions of rubles)

<u>Expenditure Category</u>	1975	1980	1981	1982	1983
Total expenditures for education and the Upbringing of children	26 705	31 733	32 477	33 973	34 847
Including:					
Current expenditures	22 374	26 805	27 369	28 806	29 540
Of these:					
Preschool training (children's nurseries, kindergartens, nurseries-kindergartens)	4 013	5 374	5 547	5 991	6 085
General education:					
Day general education schools	8 906	9 471	9 668	10 123	10 217
General education schools for young working people (evening and correspondence schools) . . .	453	491	489	488	674
Vocational and technical education and training of personnel with a secondary specialized education (vocational-technical schools, tekhnikums)	3 788	4 598	4 647	4 824	4 608
Training of personnel with a higher education (VUZ's)	3 100	3 883	3 888	4 072	4 171
Other types of training (courses and other measures to raise the skills of personnel, out-of-school work with children, etc.)	2 114	2 988	3 130	3 308	3 785
Capital investments and capital repairs	4 331	4 928	5 108	5 167	5 307
In addition, payments by parents for the support of children in preschool institutions and boarding schools	1 042	1 293	1 310	1 350	1 374

Table 2. Expenditures for Social Security and Social Insurance (millions of rubles)

<u>Expenditure Category</u>	1975	1980	1981	1982	1983
Total expenditures for social security and social insurance	34 634	45 628	48 256	51 319	54 847
Including:					
Pensions	24 441	33 323	35 447	37 790	39 956
Grants	9 228	10 956	11 297	11 878	13 286
Of these:					
For temporary disability	5 240	6 707	6 928	6 745	6 986
For pregnancy and delivery, for the birth of a child and for the care of a child to the age of 1 year	1 369	1 628	1 726	2 201	3 303
Many-children and single mothers	389	311	305	509	545
For children of needy families	1 219	1 082	1 038	1 007	986
Other aid (one-time help, grants for burial, and others)	1 011	1 228	1 300	1 416	1 466
Other types of social security (up-keep of homes for the elderly and invalids, costs of prothesis, etc.)	965	1 349	1 512	1 651	1 605

Expenditures for education, social security and social insurance are made primarily through the funds of the state budget as well as state, cooperative, trade-union and other public enterprises and organizations and kolkhozes. In 1983, funds of the state budget accounted for more than 90 percent of all expenditures for education and social security.

An insignificant portion of the expenditures for the support of children in preschool institutions and boarding schools is also met through the means of parents. The payments of parents for the support of one child in children's preschool institutions amounts to only about 20 percent of all expenditures for his annual support and in boarding schools it is 6 percent.

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